



*Igniting the passion for lifelong learning and independent critical thinking driven by advanced research, innovative practices and collaborative community alliances.*

Location: The west side of Indianapolis

## Charter Applicant Information Sheet

**Legal name of organization applying for the charter:** Ignite Achievement Academy, Inc.

**Name of proposed school:** Ignite Achievement Academy

**Applicant's authorized representative:** Brooke Beavers & Shy-Quon Ely II

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**Location of school:** TBD (west side proposed)

**School district of location:** Indianapolis Public Schools

**Anticipated opening date:** 2017-18

### **Proposed Grade Levels & Total Student Enrollment**

Year	School Year	Grade Levels	Maximum Student Enrollment
First Year	2017-2018	K-3	288
Second Year	2018-2019	K-4	360
Third Year	2019-2020	K-5	432
Fourth Year	2020-2021	K-6	504

**Is school single-gender or co-educational:** Co-educational

**Target student population:** Majority-minority, low-income, at risk populations will be served.

**Brief description of kind of school to be chartered:** The proposed charter school will be an elementary school that propels scholars academically through an accelerated curriculum that focuses on neuroscientific instruction & learning, staff & community collaboration, as well as a holistic emphasis that incorporates physical nutritional & mental wellness.

**Brief explanation of mission of proposed charter school. In one or two sentences, provide a clear statement that defines the purposes and nature of your school:**

The mission of Ignite Achievement Academy is as follows: Scholars will ignite passions for lifelong learning and independent critical thinking driven by advanced research, innovative practices and collaborative community alliances.

**Are you planning to work with a management organization?** No

## Table of Contents

<b>I.</b>	<b>Vision .....</b>	<b>5</b>
	A. Mission .....	5
	B. Need .....	5
	C. Goals .....	8
<b>II.</b>	<b>Educational Services Provided .....</b>	<b>8</b>
	A. Educational Model .....	8
	B. Academic Standards .....	20
	C. Curriculum .....	26
	D. Assessment .....	32
	E. Support for Learning .....	37
	F. Special Student Populations .....	43
<b>III.</b>	<b>Organizational Viability and Effectiveness .....</b>	<b>45</b>
	A. Enrollment/Demand .....	45
	B. Human Capital .....	47
	C. Governance and Management .....	55
	D. Community Partnerships.....	64
	E. Financial Management .....	66
	F. Budget .....	67
	G. Facility .....	67
	H. Transportation.....	68
	I. Risk Management .....	68
	J. Timeline .....	69
<b>IV.</b>	<b>Summary of Strengths .....</b>	<b>70</b>

## **Attachments**

<b>1.</b>	<b>Poverty, Discrepancy and Crime Data: Near Westside .....</b>	<b>1</b>
<b>2.</b>	<b>Academic, Non-Academic Performance Goals &amp; NWEA MAP Normative Data .....</b>	<b>5</b>
<b>3.</b>	<b>Achievement First Greenfield Model Case Study .....</b>	<b>19</b>
<b>4.</b>	<b>Understanding by Design Framework &amp; Sample .....</b>	<b>25</b>
<b>5.</b>	<b>Character Development: Second STEP, MindUP, Mindset Works .....</b>	<b>27</b>
<b>6.</b>	<b>Brain Lab &amp; Meditation Study .....</b>	<b>30</b>
<b>7.</b>	<b>Culture: Historic Journey &amp; Culturally Relevant Pedagogy.....</b>	<b>35</b>
<b>8.</b>	<b>Lucy Calkins' Research Base: Units of Study &amp; Sample .....</b>	<b>39</b>
<b>9.</b>	<b>Singapore Math Sample .....</b>	<b>47</b>
<b>10.</b>	<b>Buck Institute Project-Based Learning Design Rubric &amp; Checklist.....</b>	<b>51</b>
<b>11.</b>	<b>Sample Lesson Plans.....</b>	<b>54</b>
<b>12.</b>	<b>Promotion/Retention Intervention Log.....</b>	<b>59</b>
<b>13.</b>	<b>Demand Survey &amp; Results .....</b>	<b>61</b>
<b>14.</b>	<b>Governance: Assurance Form, Organizational Chart, Resumes, Conflict of Interest Letters, Bylaws, Articles of Incorporation .....</b>	<b>70</b>
<b>15.</b>	<b>Letters of Support from Community Partners.....</b>	<b>146</b>

<b>16. Budget: First Year Cash Flow, Five Year Budget, Budget Narrative, Overview of Expense Types .....</b>	<b>150</b>
<b>17. Letters of Support from IPS &amp; IFF .....</b>	<b>155</b>
<b>18. Letter of Insurance Coverage .....</b>	<b>161</b>
<b>19. References.....</b>	<b>164</b>



## I. Vision

The Ignite Achievement Academy (IAA) vision is to enhance the community through unleashing each child's inner genius by igniting a passion for lifelong learning, independent critical thinking, and increasing levels of cognitive and intellectual development.

## II. A. Mission

The mission of IAA is to provide the community with an accelerated learning institution that propels scholars academically by utilizing a holistic curriculum built upon community engagement, project-based learning and the leading literacy, socio-emotional, and neuroscientific research; thus providing scholars rich opportunities for enrichment, achievement, and increasing degrees of impact in every field of endeavor.

- We assert that all children can learn and grow academically.
- We assert that a strong and safe culture will drive academic success.
- We assert that scholars learn best in engaging, personalized, Socratic (Maieutic method) environments that are data driven and provide for maximum interaction with information by scholars and teachers.
- We assert that all children have an inner genius waiting to be unleashed.
- We assert that the application of neuroscientific research and culturally responsive pedagogy should be at the foundation of curriculum, instruction and school culture.
- We assert that a holistic program is necessary to inspire the deepest levels of academic and socio-emotional health and well-being.
- We assert that scholars will reach more of their potential when the family and community stakeholders are in harmony with school efforts, policies and initiatives.
- We assert that scholars must be exposed to and continually challenged by rigorous college/career prep school experiences at the pre-school level and beyond.
- We assert that project based-learning is most impactful when the project is community-centered, and utilizes the at large "community as the classroom."

## B. Need

In assessing the current state of education across urban Indianapolis, blatant discrepancies ring apparent. Disparities in the academic achievement of black and brown children, as well as all children that meet the poverty standard, as compared to white and/or middle to upper class students is currently at a level that warrants a national crisis (Bowman & Rowley, 2009, p. 305). The educational achievement chasm between black and/or brown people as compared to whites has long reaching and deep effects on American society and the subcultures within. It has been suggested that the lack of basic reading skills is one of the key factors setting up many black and brown children for a generational loop of poverty, incarceration and a lifetime of hardship.

In Marion County and within Indianapolis Public Schools, the IDOE provides data that show black and brown students make up nearly 80% of the district's population. This same demographic also comprises nearly 80% of all students that receive free lunch. This suggests that approximately 80% of the IPS population deemed to be living at or below the poverty standard are people of color. Additionally, approximately 90% of scholars that did not pass the I-READ state reading assessment for third graders were either black, brown or multi-racial. The data highlight a correlation between ethnicity, poverty and performance within IPS. Attempts to increase literacy rates in these subgroups continue to be a top priority in Marion County and all across the nation (Chaney, 2014).

Furthermore, African American youths, especially males, are more likely to be represented in the Special Education Program population than their Caucasian counterparts. At the turn of the century, the Department of Education concluded that African American students represented 38% of the special education population, while comprising only 16% of the educational population (Alexander & Hunter, 2004, p. 47). Today, in IPS alone, approximately 20% of all the district population is considered Special Education. Yet, even with advancements made in the Special Education law, justly or unjustly, too many African American youths are identified, tested for disability and given

Individualized Education Plans (IEP), provided a watered down curriculum, removed from the general education population, and provided services that do not properly meet the standards. IDOE data show that black and brown children represent nearly 80% of the Special Education population with black children tipping the scale at approximately half of all students identified.

There is a strong relationship between the number of African American males that are now represented in special education programs across the country and the number of African American males under the control of the penal system. While special education is designed to support, accommodate and adapt education to the needs of students that truly need it, it has perhaps become a dumping ground for disproportionately black and brown males that are deemed unteachable by a majority white female demographic of teachers (Johnson, 2014). A cultural disconnect, a lack of empathy & engagement, and inability to establish meaningful relationships has contributed to the propensity to over-identify students of color for Special Education. For classrooms across the city, especially in urban districts, preparing for the test can become analogous to prison life for many poor and/or young people of color. For an unreasonable amount of minorities, the educational system has actually become a pipeline from the classroom to the prison cell (Alexander, 2010). The Your Life Matters (YLM) Task Force, a mayor sponsored campaign designed to address growing concerns of black crime in Indianapolis, detailed the following:

In 2013, the city of Indianapolis was confronted with an outbreak of murders. The surge in murders reached 125 – the largest number since 2006. Though Black people make up less than 9% of the population in Marion County, 66% of the victims and 64% of the murder suspects in Indianapolis were Black males.

Nearly 40% of Black children in Indianapolis live in poverty and 60% of them live in single-parent households. The unemployment rate for Black youth between the ages of 16-19 in Marion County is nearly triple the average youth unemployment rate for the State of Indiana. A greater percentage of Black students are still receiving general diplomas rather than Core 40 and are not taking the more rigorous courses to ensure that they are more likely to enroll in college and less likely to receive remediation upon entrance. For instance, according to the third edition of the State of Our Black Youth Report published by Indiana Black Expo, Inc., 16.4% of Black students in Indiana were in special education programs during the 2011-2012 school year compared to only 7% enrolled in gifted and talented programs. This same report revealed during the same year that 55% of Black students required remediation upon college enrollment compared to 31% of all students. According to the Indiana Department of Education, Black children accounted for nearly 43% of all out-of-school suspensions in Marion County. The lack of education and employment for our Black youth directly correlates to their overrepresentation in our criminal justice system. For instance, a young Black boy has a 1 in 3 chance of going to prison in his lifetime compared to 1 in 17 for his white male counterpart. According to IDOC's 2013 Juvenile Recidivism Rates Report, the recidivism rate for Black students in 2013 was 42.6% compared to 24.9% for white students and 18.2% for Hispanic students.

Clearly, a large number of minorities in the inner city are facing dire circumstances. Many minority children are living in poverty; receiving inadequate special or general education; dropping out of high school or needing remedial collegiate course work at alarming rates; experiencing high rates of unemployment and crime and these singularly and collectively are enough to keep communities and families in a perpetual state of stress and social disease for generation upon generation. In the Near West Side Neighborhood alone, people of color represent just over eight out of every ten people in the community; a figure two times that of Marion County. Similarly, the poverty rates on the Near West Side are nearly two times that of Marion County. Incidents of violent crimes in the aforementioned neighborhood rank in the top 20% for the city of Indianapolis. With all these realities, it may not be surprising that there are no children-0%- that are enrolled at a high performing charter or public school in this area [SEE ATTACHMENT 1].

Although a building has not yet been assigned to Ignite Achievement Academy, there are underperforming schools within the Indianapolis Public School system that are clearly in desperate need of positive transformation. There are several parents, community members and teachers wanting to roll-up their sleeves and partner with Ignite to

transform the greater Indianapolis community through innovation and collaboration. It is all too apparent that the status-quo is not working for the demographic being served. These schools have a track record of underperformance that is carrying over to the middle and high-schools. Not receiving a high-quality education is a contributing factor to the cycle of generational poverty this city is experiencing. Educational evolution is needed to re-evaluate and refine the educational system, so that strong outcomes are delivered that have lasting impressions on the scholars and the community at large.

Indianapolis Public School Data taken from IFF's Indianapolis Schools Metrics									
School	2014-15 Math ISTEP+	2014-15 ELA ISTEP+	State Letter Grade Rating 2014-15	2013-14 Math ISTEP+	2013-14 ELA ISTEP+	State Letter Grade Rating 2013-14	2012-13 Math ISTEP+	2012-13 ELA ISTEP+	State Letter Grade Rating 2012-13
IPS #42	25%	27%	F	57%	53%	F	62%	51%	F
IPS #44	15%	19%	F	46%	44%	F	46%	39%	F
IPS #63	25%	29%	F	42%	42%	F	55%	48%	F
IPS #103	14%	28%	F	27%	31%	F	35%	34%	F
John Marshall Jr. High School	6%	13%	F	28%	24%	F	33%	25%	F
Howe High School	14%	23%	F	47%	54%	F	46%	41%	F

While poverty and lack of education have been associated with and linked to the achievement gap and criminal activity, there is precedence for schools that are composed of “majority minority,” low socioeconomic populations that are still able to achieve at high levels based on the current achievement metrics, and are also able to keep Special Education identification at a minimum. Typically, through professional development and through thorough processes such as Response to Instruction, targeted instruction, etc., administrators and teachers collaborate on different methods, techniques, strategies, and modalities of learning in order to provide students with learning disabilities the best chance to learn in the general education setting. Naturally, those considerations include multisensory, brain-based strategies, which are not only beneficial for special needs students, but for general education students as well (Willis, 2008). At Ignite Achievement Academy, the above innovative teaching methods are standard areas of on-going professional development, thus providing multi-sensory/modality instruction as a foundational component and frontline guard against over-identification.

Considering the above, Indianapolis, and the West Side in particular, are in need of an institution that can address several factors and realities that effect the school community, scholar performance and behavior. While quality education may be the way to reverse the generational affliction that many families and communities in poverty experience, programs and institutions serving predominantly black and brown children must have curricula and instructional practices that reflect their communities and cultures; address the effects of chronic environmental stressors on the function of the brains of young people; are committed to imparting skills and strategies that build socio-emotional well-being and provides outlets for successfully dealing with destructive and potentially violent energy such as anger, fear and frustration; and hold all to a high level of behavioral and academic expectation despite and in spite of their environment.

## C. Goals

Ignite Achievement Academy will inspire a love of learning through rigorous instructional practices and project-based learning that propels knowledge with culturally responsive pedagogy and community involvement. By fostering a love of learning and respect for themselves and the community they serve, our scholars will be prepared to successfully enter the secondary education environment and eventually obtain the skill sets needed to become thriving, productive members to society. Ignite Achievement Academy strives to achieve the following:

- ❖ All scholars will participate in four standard-based projects involving the community (one per quarter) throughout the school year.\*
- ❖ 80% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.\*
- ❖ 80% of parents will attend parent-teacher conferences.
- ❖ 85% or more Ignite scholars will re-enroll at Ignite Achievement Academy the following school year.\*
- ❖ 50% or more scholars will exceed the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.\*
- ❖ 85% of scholars will demonstrate proficiency on the IREAD-3 assessment.
- ❖ 80% will be able to demonstrate proficiency on the quarterly school-wide nutritional assessment.

All academic goals correspond to the Indiana State Standards and non-academic goals align to the mission and vision of Ignite Achievement Academy.

\*For specific reference to academic and non-academic performance goals and measures see **ATTACHMENT 2**.

## II. Educational Services Provided

### A. Educational Model

Our understanding of the structure and function of our thinking organ has great implications in most walks of life; but certainly with respect to education- the discipline of accumulating and applying knowledge and understanding. After all, the brain is the most integral learning organ that we possess. We are learning more about the brain now than we have previously in centuries of query. Everything we do uses our brain; conventional wisdom suggests understanding more about it and applying that knowledge (Jensen, 2008, p.408)

The brain's function is the most integral component of teaching and learning, not just for scholars needing engaging forms of remediation, but also for those that are ready for enrichment and acceleration. Brodnax states, "using instructional strategies that are more compatible with how the brain constructs meaning and creates memory could be more crucial now than ever before" (Brodnax, 2004, p. 3). The implications of deliberate brain-compatible instruction in remedial, as well as enrichment circumstances, are truly and positively nation changing. As America's history shows, those that are able to change this nation positively, have also changed the world. A neuroscientific approach to teaching and learning has the capability of transforming education in this community, and at increasing breadths of influence. If more students are exposed to brain-based methods of thinking and learning, then inevitably more students become scholars and are able to learn more deeply, efficiently and effectively. The application of intentional brain-compatible research and instruction in remedial, as well as accelerated educational circumstances, may ultimately lead to true mass education for this nation and an overarching shift in the bell curve. Instruction and learning stemming from neuroscientific research and

understanding is likely to shift the paradigm for school and scholar performance, and the implications and benefits are innumerable (Caine & Caine, 1994; Hart, 1998; Jensen, 2008). IAA will be a beacon for this kind of forward research, dialogue and practice.

## Educational Design

Ignite Achievement Academy has designed an educational model that will apply intentional brain-compatible research and instruction. After careful study of Achievement First's Greenfield Model, it is clear that many of its components align to IAA's vision, mission and neuroscientific approach. Achievement First is a network of 32 high-performing charter schools serving scholars in five cities across the United States. During the 2015-16 school year, Dr. Deborah Sawch conducted a case study on the elementary school implementation of this model, which was piloted in the kindergarten grade level [SEE ATTACHMENT 3]. The model has been proven to heed results for children in the demographic being served. In fact, End of Year Reading scores revealed exceeded targets of 90% proficient and 40% advanced in the Kindergarten pilot. Northwest Evaluation Association MAP Assessment math growth revealed that 60% of scholars scored within the 75<sup>th</sup> percent growth percentile or higher, surpassing Achievement First's target goal of 45%.

The Greenfield Model is designed to answer a key question: How can our scholars be the best prepared scholars in the world? How can we prepare them to be contributing members of society, that upon graduation have the skill sets to successfully navigate enrollment and completion at a higher education institution, employment at the business of their choosing or enlistment in the armed forces to serve their country?

Ignite Achievement Academy will serve scholars through four main pillars of its model:

### 1. Accelerated Academics

The core curriculum will be aligned to Common Core and Indiana Academic Standards. The Understanding by Design outline focusing on backwards planning will undergird and support the deliberate and intentional creation of chief aims, assessments (in a variety of forms), and lessons and lesson planning [SEE ATTACHMENT 4]. The school will draw upon the research of Dr. Henry Levin's accelerated school philosophy specifically designed for "at risk" students through an Accelerated Schools Program (ASP) model. The Accelerated Schools models that have been successful have stuck to the "80 percent buy-in requirement" (Levin, 2001, p. 9). This involves a democratic process in which the culture is driven by all stakeholders. This means that all stakeholders must have a vested interest in the transformation of the school for the overall betterment of not just the school itself, but the entire school community at large. "Equity, participation, communication, collaboration, community, reflection, experimentation, trust, risk-taking, and the school as the center of expertise are among the central values that orient all actions of an Accelerated school" (Levin, 2001, p. 14).

### 2. Habits of Success

Ignite Achievement Academy does not only desire strong academic outcomes for its scholars, but also relies heavily on ensuring scholars develop the Habits of Success to promote productive and joyful lives. Scholars are trained to develop growth mindsets and to become critical thinkers. These key elements include personal growth, drive, empathy, gratitude and curiosity. The educational foundation will center upon the latest research in neuroscience, brain compatible teaching and learning, and the attitudes and techniques consistent with this progressive research. In that way, we can leverage and create a learning environment where teaching and learning is more efficient and achieved at continually deeper levels. Additionally, the curriculum will be fortified by alliances with some of the leading researchers and scientists in the country and field of brain research and culturally responsive pedagogy (Dr. Win Wenger, Dr. Judy Willis, Augusta Mann, Carol Dweck, etc.). The school will also incorporate a series of mindfulness/brain exercises to enhance scholars' brain function, mental acuity, and socio-emotional intelligence. This will be done through the MindUP, Mindset Works, Project Renaissance, and/or Second Steps curricula respectively [SEE ATTACHMENT 5]. A FusiK MusIQ block will use multisensory strategies, especially academic rhyming/songs to help solidify key concepts carried vertically across grade levels to ensure mastery. FusiK MusIQ is a supplemental organization that provides brain-based academic supports that engage scholars to

peak performance largely through music. Additionally, the day will include three brief periods of “mental minutes” which serve as a full school mindfulness practice/reset for approximately 2-3 minutes at a time. In these moments, scholars take time to center their minds, refocus, visualize, and reiterate a positive school-wide focus.

### 3. Excellence in Enrichment

Additionally, aspects of the curriculum will center on project-based activity as well as community activity so that scholars can practice application of their learning while using the “community as the text” in order to make knowledge relevant and to build strong connections. A focus on STEAM (Science, Technology, Engineering, Arts and Mathematics) will drive a majority of the Self-Directed Learning Blocks throughout the day and Response to Instruction will be embedded during Large Group Enrichment to focus on areas such as literacy and mathematics in the form of “labs” to assist struggling scholars. Lastly, a fully functioning Brain Lab [SEE ATTACHMENT 6] will be open to the scholars and teachers to provide an opportunity to explore and apply brain-based research and principles. Access to this lab allows for further expansion and exploration on school-wide neuro-science initiatives.

The forward research of pioneers in the field such as Dr. Judy Willis, Dr. John Medina, Win Wenger and Eric Jensen are at the forefront and fabric of our academics and school culture. Not only does this model have a focus on the brain science of teaching and learning, but also an intentional commitment to the intellectual, cognitive and socio-emotional development of our student population. While the educational model will highlight quantitative analysis, IAA will exercise a commitment to qualitative learning as well; pursuing increasingly effective and deeper levels of understanding aside from rote education. IAA embeds the maieutic process to this end, restoring the quantitative learning versus qualitative learning balance. Research and supplemental programming adapted from Dr. Win Wenger’s Project Renaissance is a staple of this aspect of the educational model.

Project Renaissance capitalizes on the Socratic function of education: “Education” (as educare), means drawing forth from learners their own understandings and perceptions. Thus, a model with a balance of qualitative and quantitative learning will allow for more personal connection with the information being acquired. According to Dr. Wenger, the implications of the maieutic method are as follows:

- Truly accelerated and enhanced learning; continually and efficiently building levels of proficiency which usually take substantially more time, effort and study.
- Increased perceptivity, awareness and ability in scholars since more scholars interact with information per instructional time block.
- The formulation of a unique and innovative system and set of complementary methods.

Based on Dr. Wenger’s and Dr. Willis’ research, The FusiK MusIQ Academic Module Series- originally co-developed by the supplemental academic organization, FusiK MusIQ, Inc., and the Summer Learning Institute at Marian University- will also be employed. The Academic Modules are a series of multi-sensory and brain/mind-based activities, lessons, strategies, and techniques that serve as a means to engage scholars, ignite more of the brain in the learning process, and to help scholar learning at increasingly deeper levels. Key aspects of the curriculum include but are not limited to the following:

- Academic Rhyming-Based on the Department of Education State Standards, critical vocabulary words and concepts are incorporated into mnemonic writing exercises so that students creatively develop a broader and more in depth vocabulary. This process is a scientifically researched learning technique that encourages higher order thinking. Each grade level will also have access to pre-recorded academic songs/essential summaries based on each power standard per grade level. Scholars have time built into the day to practice these songs and jingles, assisting the mastery process.
- Mind-Mapping- Created by brain function specialist Dr. Tony Buzan and Michael Gelb, author of “Think like Da Vinci,” mind mapping is a creative diagram and graphical representation of words, ideas, tasks, or other items linked to and arranged around a central key concept or idea. Mind maps are used to



generate, visualize, structure, and classify, ideas, and as an aid to studying and organizing information, problem solving, decision making, memory recall, retention, and writing.

- **Mental Math Aerobics (MMA)**- MMA is based on research from the Vedic Mathematics Sutras as well as a system created by mental math genius Mike Byster. Students learn memory strategies and ways to mentally compute information in lightening speeds. The exercises stimulate and integrate the brain of each student while building confidence and mental computation skill.
- **Image Streaming**- This simple exercise has been considered the ultimate creative thinking exercise and has been shown to increase the IQ of its practitioners. Image Streaming was developed based on years of scientific study by Dr. Win Wenger, researcher, scientist, and author of several publications including the book, "The Einstein Factor." It is the process of describing and recording aloud in sensory rich language the stream of thought running constantly through the mind. This practice when done properly and consistently has profound effects on intelligence, verbal descriptive ability, and creativity as it unleashes the students' imagination through visualization.

## 4. Scholar, Family and Staff Motivation

Shared commitment from all stakeholders is the mantra of Ignite Achievement Academy. Community influence and involvement will be a staple in the design of the school and scholar achievement. Parent Universities, Learning Parties, and co-curricular community alliances will be fostered to provide scholars and parents a rich educational experience.

- Parent Universities are regularly scheduled opportunities to bring in and educate parents on a broad array of topics such as, but not limited to the following: how to understand assessments, a crash course on school culture, literacy strategies for parents to help at home, etc.
- Academic Learning Parties are held throughout the year to strengthen the "Home-to-School" connection. Scholars play games centered on a theme such as math or literacy. There is a "make and take" activity so that scholars and families can continue the learning fun at home.
- Co-curricular community alliances are continually sought to bring in the expertise of the community at large as well as to provide enrichment for scholars. Organizations like Pink-4-Ever, Inc., provide health education and screening opportunities for families; while organizations like Level 10 Martial Arts College and Heart, Desire, Belief, Institute partner with IAA to provide character development through physical activity such as martial arts and basketball instruction respectively.

## School Culture

These four main pillars must be supported by an intentional, firm and continually reinforced school culture. At its core, IAA believes that academic proficiency will only occur in the most challenging demographics of the district if the school culture (staff, parents and scholars) is intentional, firm, and continually reinforced. The IAA culture is methodically developed upon a foundation of safety, neuroscientific research, relevance, engagement, and high academic expectations & rigor for every child. Additionally, the school culture will reflect our intent and commitment to professionalism, virtue, self-discipline, responsibility, resilience, teamwork, and self-awareness/mastery.

Building upon these concepts, IAA holds fast to the "Five Pillars of School Culture:"

- ❖ **Rigorous college/career prep expectations, scaffolds and resources:** IAA's rituals, practices, routines, and supplemental programs will embrace and reinforce the school's culture of scholarship and the development and cultivation of academic mindsets, success thinking, grit, curiosity and achievement. Scholars will be developed on the 7 Mindsets of Success:

- **Potential**- Self-confidence and patience with the learning process
  - **Reciprocity**-Principle of giving and receiving respect
  - **Karma**-Choices and consequences
  - **Positive Mental Attitude**- Optimism and openness
  - **Will Power**-Intention, resilience, and manifestation
  - **Detachment**- Perspective: Enjoying the journey
  - **Purpose**- Personal and collective mission
- ❖ **Culturally responsive instruction & curriculum:** Teachers are professionally developed on best practice, strategy and technique so that scholars are better able to relate and connect with information. Intentional literature and supplemental curriculum such as The Historic Journey curricula will be utilized to provide a social, historical and cultural address of the state standards [SEE ATTACHMENT 7]. The Fusik MusIQ Academic Module series will also be utilized to this end.
- ❖ **Character Development:** We hold that education should be an organic, holistic process as opposed to a resignation to just reading, writing and arithmetic. Helping scholars become self-aware/regulating, socio-emotionally balanced, and principle-based will enhance our school culture and make great academic gains more practical and accessible. The innovative infusion of traditional martial arts philosophy and instruction will also help scholars develop strong bodies, strong minds and strong character. Martial arts infusion is also a proactive way to address and wipe out bully culture. A program such as 2nd Steps will be utilized to make character development even more intentional. IAA is purposeful about achievement and leadership development as well. Seven Leadership Core Values will undergird the overall school culture and be reinforced through martial arts instruction. These values will be posted throughout the building and classrooms:
- **Respect**- The importance of respect for self, others, and materials.
  - **Honesty**-The importance of building character through honesty with self and others.
  - **Compassion**- The importance of having an unselfish concern for others.
  - **Integrity**- Developing intrinsically motivated young people that make principle based, reflective decisions.
  - **Honor**- The importance of having pride in oneself and responsibility for one's actions
  - **Effort**-The importance of a mindset of "most effort," i.e., trying one's best.
  - **Teamwork**- The importance of synergy, healthy competition and reaching common goals together.
- ❖ **Holistic focus:** Socio-emotional & nutritional health are two components that will address underlying needs of the community that we anticipate serving. Scholars in urban areas may be experiencing effects of chronic stress. Additionally, many of the urban areas are in the middle of food deserts. IAA will provide learning opportunities to address nutritional education and practice, socio-emotional health and growth mindset. The MindUP curriculum and the Mindset Works School kit will be a central component of the holistic agenda at IAA.
- ❖ **Safety & Positivity:** In order for scholars to be in a mental state of mind to provide their best and most productive efforts and experience, scholar safety must be an instrumental aspect of school culture.

## Community Building and Unity

In keeping with the mission of accelerating scholars with a holistic approach, IAA will provide an environment and opportunities for scholars to develop and deepen their sense of unity and connection within their classrooms, grade levels, school community, and community at large. School cohorts will reflect local colleges so that scholars develop a sense of pride and association with higher learning institutions at the earliest ages. Unity is also promoted by the distinguished uniform all scholars are required to wear. A "community ambassador" in each class will formally greet guest and visitors upon arrival.



As the day begins, a largely student directed “Meeting of the Minds” assembly is facilitated. The Meeting of the Minds serves to set the tone and mindset for the day. The assembly also provides an opportunity to promote camaraderie while reinforcing rituals, routines, recitations and affirmations of great acts of leadership and achievement. These acts of leadership and achievement are tracked, highlighted and scholars/staff/school community are publicly recognized. On Fridays, the Meeting of the Minds is a community assembly reserved for the end of the day to recap the successes of the week and end on a positive collective experience. During the Meeting of the Minds, scholars practice meditation, review classroom and school expectations and school-wide “theme of the week” is discussed.

Every semester, a Parent University and/or Learning Party will be provided for the parents and school community. Parent University events are designed to address parent concerns and proactively keep them abreast of relevant information that can help parents become better teachers at home and also provides opportunities for professional and community development. Stand for Children and Fathers and Families are two organizations that have the kind of auxiliary supplemental programming of which IAA is currently seeking partnership. Through community alliances like the aforementioned, IAA will serve as a wrap-around resource hub for the entire family structure via connecting families with community services such as but not limited to the following: earning a high school equivalency diploma, relationship strengthening, employment opportunities, college and career assistance, etc.

Learning Parties are after school community events dedicated to a subject matter. They consist largely of make-and-take academic projects that are engaging and diverse enough for all grade levels. These school to community opportunities serve to bridge the home-to-school connection. Other events, promotions and showcases will take place on schedule throughout the year.

## Calendar and Schedule

In addition to our scholars navigating how to discover balance in their lives, it is equally important for our staff to have work-life balance. Teachers who are well-rested are better prepared mentally, physically and emotionally to take on this important work. Ignite Achievement Academy will run on a balanced calendar. Teachers will attend a mandatory three-week training in July for staff development. The school year for scholars will run from August through June. In addition to the traditional Fall, Winter, Spring Break, and federal holidays, Ignite will also embed quarterly Mental Health Days into the schedule to guard against teacher “burn-out.”

A commitment to data analysis and professional development will be built into the school week. Scholars will be released at noon one day a week to see that teachers have ample time to review and disaggregate data, receive world class professional development around neuroscientific instruction and relevant pedagogy, and ample time to reflect on practice and plan forward. Weekly meetings modeled after Richard DuFour’s Professional Learning Communities (PLC) will encourage collaboration within grade levels and within the staff at large. This model of teamwork will see that ongoing conversations, best practice sharing, and data scrutiny will encourage a process of constant refinement and never ending progress.

Below are two sample school day schedules:

Sample Schedule Grades K-1 Ignite Achievement Academy *Adapted from Achievement First’s Greenfield School Model	
7:15am	Breakfast
7:40am	Meeting of the Minds
7:55am	Small Group: Phonics
8:40am	Small Group: Reading
9:40am	Self-Directed Learning: Reading
10:40am	Large Group: Music/Art/PE/Labs
11:20am	Lunch & Recess

# IGNITE ACHIEVEMENT ACADEMY FULL APPLICATION FALL 2017

12:00pm	Flex Time: Goal Setting/FusiK MusiQ*
12:20pm	Large Group: Humanities
1:20pm	Small Group: Math
2:20pm	Large Group: Math
3:20pm	Large Group: Science/Social Studies
4:00pm	Large Group: Enrichment/Mind & Body Training
4:40pm	Dismissal

Sample Schedule Grades 2-6 Ignite Achievement Academy *Adapted from Achievement First's Greenfield School Model	
7:10am	Breakfast
7:35am	Meeting of the Minds
7:50am	Large Group: Mind & Body Training
8:35am	Flex Time: Goal Setting/FusiK MusiQ*
9:05am	Self-Directed Learning: Reading
10:05am	Small Group: Math
11:20am	Lunch & Recess
12:05pm	Large Group: Math
12:50pm	Large Group: Humanities Seminar
1:25pm	High-Heart Rate Activity /Nap/Meditation
1:35pm	Small Group: ELA/Humanities
2:50pm	Self-Directed Learning: Science/Social Studies
3:50pm	Large Group: Music/Art/PE/Labs
4:50pm	Dismissal

\*Flex Time is determined based on teacher discretion and is expected to rotate depending on need.

## A Day in the Life of an Ignite Scholar

Genesis, a second grade scholar smiles happily as her mom pulls up to Ignite Achievement Academy and drops her off at 7:15am for another awesome day of learning. One of her principals, Mrs. Beavers waves hello to her mother and reminds her not to forget about tonight's Learning Party, Fun with Science. Genesis is beaming. She loves it when her family comes to the school and she gets to interact with her classmates and their families. Mrs. Beavers knows each child by name and even has a special nickname for Genesis. "Good Morning Genny Penny! Are you ready for a great day?" she asks. Mrs. Beavers gives her a big hug and she proceeds to the cafeteria to get breakfast. Upon entering the cafeteria, Genesis is greeted by three additional staff members who also know her by name. She walks up to her assigned table and grabs a pencil and her "Brain Work" for the morning. She sets the work down at her assigned seat and proceeds to the breakfast line. Today, they are serving oatmeal with fresh blueberries. She is excited, because she just learned in gym class last week that blueberries have flavonoids that help control memory and learning. "Getting your Brain Food, I see!" It is Mr. Ely, her other principal. He walks over and gives her a high-five. Once Genesis finishes her breakfast, she uses her silent hand gestures to signal she is done. Her teacher, Mrs. Brown picks up her trash and she immediately starts on her "Brain Work," an assignment on addition with re-grouping.

At 7:32am, Mr. Ely rings a bell and Genesis knows to begin cleaning up her area in preparation for the Morning Meeting of the Minds. Genesis sits quietly, tall and proud, hands folded as Mr. Ely kicks off the day. Genesis and her teachers engage in a call and response back and forth as they happily recite their scholar's creed and prepare to transition to their sacred meeting space. Genesis is especially proud, because she gets to lead the line to the perimeter of the gym and carry her classroom's college cohort flag today. The scholars proceed with their daily ritual of affirmations, celebrations and chants. She looks over at Mrs. Brown and sees her teacher dancing and shouting along with the rest of the school. She also notices some parent volunteers standing off to the side

observing as well. She is delighted that so many people in the community love to come to her school. At 7:50am, Mind and Body Training starts. Today, the focus is on deep breathing. Mr. Ely teaches the scholars that when they are angry, there are three steps they need to follow: Step 1) Breathe First, Step 2) Think About It, Step 3) Do the Right Thing. The scholars share some examples of when they can apply this strategy that include arguments with siblings, interactions on the playground, etc.

At 8:35am, Genesis leads her class out of the gym and they proceed through the hallway to class. Genesis is aware that being the line-leader is demonstrating responsibility, so she walks silently on the blue line, making sure she models excellence. She makes eye contact with one of the kindergarten teachers, Miss Day in the hallway. She gives Genesis the “thumbs up” signal. Genesis knows she is setting a positive example for her younger classmates and this makes her proud.

Genesis greets Mrs. Brown with a firm hand-shake and proceeds into her classroom. She files her homework in the “Homework Bin” and immediately reports to the carpet for Goal Review and FusiK MusIQ. At 8:35am, Genesis and her classmates recite their school-wide academic and mindfulness goals. They then prepare for their FusiK MusIQ Essential Summary on Place Value. Since Genesis is the “Leader of the Day,” she goes to the front of the room and leads the gestures that go along with the lyrics as the music plays.

At 9:05am, Mr. Wynn walks through the door. Genesis knows that when he arrives, it is time to start Reading SDL (Self-Directed Learning). Mrs. Brown goes over the three stations for today and has the scholars repeat back the directions to check for understanding. The timer is set and Genesis walks over to her first station at the SMARTBOARD. Working collaboratively, she and three other classmate complete an interactive Venn-Diagram in which they compare and contrast character traits from the two stories they read aloud in class the previous week. When the timer beeps, Genesis knows it is time to go to her next station, Independent Reading. She walks over to her desk to retrieve her Henry’s Freedom Box book and her Reader’s Notebook. She has been instructed to make a prediction using evidence from the text. As she finishes up her prediction, Mrs. Brown approaches her to individually conference. Genesis eagerly shows her the clues she discovered in the illustration to help her figure out what Henry would do next. She then reads aloud a paragraph, while her teacher observes her applying the decoding strategies they had worked on in their last conference. Genesis finally heads to her final station, a synonym and antonym sort on the carpet. When her group is finished, they raise their hands and Mr. Wynn comes over to check their answers. At 10:05am, the final timer rings and Genesis leads the class back to their seats singing their classroom transition song that they created together at the beginning of the year. It is now time for Small Group math. After Mrs. Brown explains what they will be doing today, Genesis and her group report to Mr. Wynn’s table in the back of the room. They are given baggies of base-ten blocks. Mr. Wynn models for the scholars how to create two and three-digit numbers with the manipulatives. He then writes down random numbers on a white-board and the group is instructed to show the matching conceptual representation with their blocks. In her second group, Genesis works with her teacher to identify the place values in different sets of numbers (she doesn’t know this yet, but her teacher has strategically scaffolded these activities in preparation for today’s Large Group lesson on comparing two and three-digit numbers). At her final station, she logs into Khan Academy, where she watches video tutorials and works on a skill she has been individually struggling with: skip counting and identifying the missing number. At 11:15am, the class cleans up and Genesis leads the class to the cafeteria for lunch.

When Genesis arrives to the cafeteria, she gets into an altercation with one of her classmates who accidentally steps on her foot. She immediately begins to cry and balls up her fists. She walks over to Mr. Wynn (who is supervising the class) and asks if she can go calm down. After receiving permission, she walks over to the other side of the cafeteria and remembers what Mr. Ely taught her in Morning Meeting. She reviews in her mind: Step 1) Breathe First, Step 2) Think About It, Step 3) Do the Right Thing. She takes two deep breaths and calms herself down. She closes her eyes and thinks about what happened. Her friend Jadynn had gone to the restroom and had lost her place in line. When Jadynn came back, she accidentally stepped on Genesis’ foot. Genesis had accused her of doing it on purpose and had wanted to push Jadynn in retaliation. After thinking through the incident, Genesis realizes what she now must do. She walks back over to Jadynn and apologizes for her behavior. Jadynn accepts her apology and the two girls hug. Genesis gets her place back in line and proceeds to her table with her lunch in hand. After

lunch, Genesis and her class proceed to the playground, where she plays a game of four-square with her classmates.

When Mr. Wynn blows the whistle, Genesis immediately heads to the front of the line and waits patiently for Mrs. Brown to escort them to a restroom break and then back to class. At 12:05pm, Genesis and her classmates enter the room and prepare to take their timed Math Fluency Assessment. Genesis is determined to beat her goal of 40 problems in one minute. The signal begins and Genesis races feverishly, as she recalls the facts she has been working on each evening with her mother. Once finished, she scans the paper one last time and holds her work up in the air. "Yes!" she shouts. She has beat her goal and is beaming with pride. Mrs. Brown collects the papers and begins introducing the concept of comparing two and three-digit numbers. As Genesis listens, she immediately makes a connection with place value from earlier in the day and shares it with the class. After completing some practice problems on individual whiteboards together as a class, Genesis completes the rest of the assignment independently on her own. At 12:50pm, Humanities Seminar begins. Genesis and her classmates have been learning about how to embed temporal words into their writing. The class has been working on a narrative that they were writing together. As Mrs. Brown models, the class is asked to hold up which word card would go next. Genesis holds up the "then" card and is asked to explain her thinking. Once the whole class writing is finished, the teacher reviews the rubric and the scholars are instructed to begin working on their own individual pieces of writing. Mrs. Brown circulates and assists scholars as needed. Genesis finishes the task early and reports to the Early Finisher Basket for some additional challenge activities.

At 1:25pm, Mr. Ely gets on the loudspeaker and reviews the character trait of respect. He then goes on to say that he heard about a second grade scholar using the deep breathing technique today at lunch to help resolve a conflict. He never mentions her name, but she knows he is talking about her. She holds her head high and cannot wait to share this with her family later tonight.

At 1:35pm, it is time for Small Group ELA/Humanities. Genesis reports to Mrs. Brown for guided reading. Her group has been working on predictions. The scholars in her group are given Post-It notes and are instructed to read the next three pages independently and make notes on what they think will happen next using clues from the text. Genesis and her classmates eagerly share their predictions as Mrs. Brown records them on the easel. They then read an additional three pages to find out if their predictions were correct. The next station Genesis reports to is Achieve 3000. She logs on to her computer and reads an article about the first African-American woman in space. She takes a mini-quiz and then responds to her teacher's email asking why the author wrote the story using first person point of view. At her final station, Genesis works with Mr. Wynn on creating a list of antonyms and synonyms that her group can use moving forward in their independent writing.

At 2:50pm, the class prepares for Social Studies. They have been working on a community project to design a logo for the city's upcoming arts festival. Genesis applies her knowledge from the research her classmates did last week when studying the symbols found at the statehouse and other historic landmarks to come up with a creative design with her group. Tomorrow, they will share their designs and have to be prepared to share their rationale with the class and members of the community.

At 3:50pm, it is time for Specials. Genesis knows she has been assigned to the Math Lab for extra help. She is becoming a stronger mathematician each and every day. She loves going to see Mrs. Moreno. They have been working on skip-counting and Genesis is showing excellent improvement. In fact, she got an A on yesterday's in-class quiz. She is excited to share the news with Mrs. Moreno. Genesis enjoys the Math Lab because she gets to learn mathematical concepts with fun materials like shaving cream, markers, poster board and salt trays. She knows attending Math Lab is helping her to achieve her goals and she is looking forward to her Accountability Conference next month with her teacher, mother and community mentor, Ms. Lackey, where she will share the good news and show examples of her progress.

At 4:35pm, Genesis heads back to her classroom and prepares for dismissal. She writes down her homework assignment on her Homework Tracker and organizes her backpack. At 4:40pm, the dismissal bell rings. Genesis sits at her desk and starts on her homework, while waiting for her mother to arrive. At 4:45pm, her mom greets Mrs. Brown and signs her out for the day. Her mother calls out, "I saw she earned 5 DoJo points today!" "She did! She showed self-control and respect for others," her teacher responds. "That calls for some ice cream," her mother smiles. Genesis and her mother stop by the local ice cream parlor for a sweet treat. While in line, a woman acknowledges that Genesis is wearing an Ignite uniform and how she has heard great things about the school. She is planning to enroll her kindergartener there this upcoming school year. At 6:00pm, they head back to school for the Learning Party. Mrs. Beavers, Mr. Ely and four other teachers are there to pass out materials. She takes a seat next to her best friend Brianna and her family. She loves her school and is honored to be an Ignite scholar!

## **A Day in the Life of an Ignite Teacher**

Mr. Smith, a new third grade teacher eagerly arrives to Ignite Achievement Academy thirty minutes before contract time to prepare for an amazing Monday! He turns on his SMARTBOARD, updates his student goals for the day, sets up his stations and runs through his lesson plans to review the day's content. Today his class is going to interview Dr. Taylor, a pediatrician at the local health clinic for their classroom project on healthy lifestyles. He knows his scholars are beyond eager to ask their questions. They have been researching the past several weeks and are excited to learn more before they go on their field trip to the clinic the following week.

Promptly at 7:10am, Mr. Smith takes his crate of "Brain Work" to the gym and reports to breakfast duty. He warmly greets his scholars with a smile and assists them with getting breakfast and ensuring their uniforms look neat and tidy in preparation for the busy day ahead. After breakfast is over, Mr. Smith assists scholars with cleaning up their designated areas of trash and filing their "Brain Work" in their assigned folders. At 7:35am, scholars are called to attention by the Head of School and the Meeting of the Minds begins. Scholars proudly recite their school creed and march excitedly to the perimeter of the gym to participate in additional chants, celebrations and affirmations. Mr. Smith chants along with his scholars and models the same enthusiasm his proud scholars exhibit. At 7:50am, the scholars receive Mind and Body Training. This week, the focus is on visualization. Scholars and teachers meditate along with the school leaders as they read aloud a passage from a text and discuss how pictures can be created in the mind to help the reader make sense of the story.

At 8:35am, the scholars follow Mr. Smith silently and orderly through the hallways to the classroom. Mr. Smith greets all of his scholars by name with either a handshake, hug or high-five. Scholars quickly put the previous evening's homework in the "Homework Bin" and come to the carpet for Goal Review and FusiK MusIQ. At 8:35am, Mr. Smith reviews the class-wide goals and reminds his scholars that their "Accountability Teams" (made up of their parent, teacher and designated community member) will be meeting next week at Parent-Teacher Conferences to discuss their progress this quarter. It is then time for the scholars to practice their FusiK MusIQ Essential Summary on Grammar. Mr. Smith presses play on the SMARTBOARD and the music begins. Mr. Smith and his scholars happily sing along and demonstrate the gestures that correspond with each part of speech they have been learning.

At 9:05am, Ms. Davis (Instructional Assistant) arrives and Mr. Smith announces it is time for Reading SDL (Self-Directed Learning). The three stations for today include a pre-fix and suffix match, independent reading with an entry in their Reader's Notebooks and a SMARTBOARD game involving word tense. The class works independently while Mr. Smith conferences with individual scholars. Meanwhile, Ms. Davis circulates and assists stations as needed. At 10:05am, scholars report to the carpet and Mr. Smith reviews the Small Group math agenda. Scholars in Ms. Davis' group will be working on comparing fractions in preparation for the Large Group lesson later in the day focusing on equivalent fractions, while Mr. Smith's groups will be tailored to the individual needs of his scholars. A final group will be on the laptops working on Khan Academy. Their skills will also be individualized and based on the results of their most recent NWEA math assessment. At 11:15am, scholars are told to clean up and prepare for transition to lunch.

Scholars are escorted to lunch and recess with the Instructional Assistant and Mr. Smith joins his grade-level team in the lounge for his 30-minute duty-free lunch. After lunch, Mr. Smith reports to the Data Room to meet with the Instructional Coach and Data Coordinator for third grade's weekly PLC meeting.

At 12:05pm, Mr. Smith reports to the playground to retrieve his scholars. Once back in the classroom, Mr. Smith introduces equivalent fractions through the I Do, We Do, You Do model. One of his administrators is in the classroom observing. She will provide feedback to him within 24 hours. As a newer, inexperienced teacher, Mr. Smith enjoys receiving and applying feedback and has noticed great improvement in his instruction since the beginning of the school year. At 12:50pm, the scholars take out their Writer's Notebooks in preparation for Humanities Seminar. Scholars receive a mini-lesson on responding to text dependent questions utilizing a 3-point rubric. At 1:25pm, the School Head comes on the loud speaker and the entire school reviews the weekly character trait of respect and meditates on it. Mr. Smith circulates heavily to ensure scholars are actively participating the entire time. At 1:35pm, Ms. Davis joins the class again and Mr. Smith reminds the class that it is time for Small Group ELA/Humanities. There are three groups the scholars participate in. Mr. Smith teaches guided reading based on scholar Lexiles, while Ms. Davis reinforces the phonics strategy of the week: pre-fixes and suffixes. The final station is at the laptops. Scholars are instructed to log into their Achieve 3000 accounts and read an article on landforms tailored to their specific reading levels. They are then to answer the two constructed response questions and e-mail them to Mr. Smith for a grade. Once Small Group ELA/Humanities ends at 2:50pm, it is time to start Science/Social Studies (which alternates daily). For SDL in science today, Dr. Taylor is joining the class for a question and answer session. Scholars are instructed to take out their notebooks and refer to their self-generated questions. They are also told to take notes to assist with their project of promoting wellness in their community. Mr. Smith facilitates the interview, as the scholars actively participate in the dialogue with their special guest.

At 3:50pm, Mr. Smith lines his scholars up for specials. This week his class has art. His lower performing scholars have been assigned to Math or Literacy Lab, depending on the need. They are released to go to their respective labs. The art teacher arrives shortly after and escorts the rest of the class to the Art Studio. Mr. Smith uses his prep period to run off materials, get caught up on grading and to update parents on celebrations/discipline issues occurring during the day. At 4:40pm, scholars arrive back to class and prepare for dismissal. Mr. Smith remains with his scholars during parent pick-up, engaging in brief conversation with families and setting up extended meetings with families for a different date if needed. Mr. Smith drops off any left-over scholars at 5:00pm and his contract day is now over. Mr. Smith stays after an additional half-hour to straighten up the classroom and lay out materials for the next day. He also preps for his Reader's Theater after-school club that he holds on Tuesdays. He takes some papers home to grade and proceeds to the parking lot at 5:30pm. His mind is racing, as he thinks about all of the excitement this upcoming week!

## Discipline

The discipline and behavioral philosophy of IAA's general population and special needs scholars is one of a proactive model as opposed to a reactive approach and is thus a subject of ongoing research and development. Expectations are provided to the families in the Scholar/Family Handbook, and the Scholar Code of Morals & Conduct must be signed before the scholar is admitted to attend. The handbook will thoroughly outline all infractions and their developmentally appropriate and considerate consequences. As scholars are taught expectations for what is and is not considered appropriate and acceptable behavior, these concepts are modeled and reinforced throughout the day at the Meeting of the Minds assembly and throughout classrooms. All teachers must utilize the same classroom rules. These rules, recited daily as a group, are as follows and adopted from Chris Biffle's Whole Brain Teaching: Follow directions quickly; raise your hand for permission to speak; raise your hand for permission to leave your seat; and make smart choices. Scholars are also coached on how to self-regulate and bypass the emotional filter in the brain- the amygdala. Scholars are regularly instructed how to stay cool, calm and collected by "breathing first, thinking about it, and doing the right thing."

According to the Mindfulness in Schools Project, research suggests that mindfulness may provide young people with a valuable life skill by supporting them in number of areas: to feel calmer and more fulfilled; to get on better



with others; to concentrate and learn; to manage stress and anxiety. As scholars are taught to meditate, they are proactively learning how to dissipate anger and other emotions that often lead to impulsivity and/or poor decision making.

Elements of the restorative justice methodology—a program based on responsibility, relationship cultivation, mutual respect, and understanding—will be adopted and adapted to create a unique discipline system at IAA. The IAA staff will also be developed along these lines in order to provide a community of responsibility as well as a desire to focus on understanding the source of behaviors as opposed to acting punitively for each infraction. In this way, scholars have the opportunity to reflect and revisit their choices; connect the behavior with the consequence and impact on self and community; repair and reconciliation. In addition, all teachers utilize a discipline color chart to track behavior of scholars.

## Ignite Achievement Academy School Discipline Plan

Detailed descriptions of the IAA discipline philosophy, policy and rights of stakeholders are outlined in the Scholar/Family Handbook and Scholar Code of Morals and Conduct. Any scholar accused may provide testimony and is provided an opportunity for due process and diligence. Once administration has conducted interviews and investigation, the proper disciplinary action will result. Depending on the severity of the infraction, a range of consequences from a phone call home to some other form of restorative justice, may be employed. All infractions that warrant a scholar being sent out of the instructional setting will warrant a communication with parents/guardians. Parent preferences will be updated from the above handbook and will determine the likely communication medium. Infractions requiring a form of suspension or longer term removal from the educational setting will always be accompanied by a letter of notice and/or phone call home. Any violation of the law will result in the involvement of local authorities.

**School-wide Behavior Chart**

Level	Description
Obsidian	Demonstrating self-control and incorporating leadership values in addition to following class rules
Black	Demonstrating admirable effort; showing self-control
Blue	Picking up momentum; almost demonstrating enough focus, self-control and curiosity to clip up
Green	Ready to learn
Yellow	Warning; rules violation after least invasive response
Red	Phone call home; referral for reset with Dean of Discipline

**Discipline Progression Chart**

Tier	Description	Sample Infraction	Actions Taken (depending on frequency and developmental level)
Tier 1	Aggressive Behaviors (physical)	Pushing, shoving, bullying, fighting, hitting, kicking, spitting, biting, etc.	Restorative practice; parent conference; in school suspension; out of school suspension (5 day cap unless related to use of weapon); referral to RTI, social worker, and/or DCS

Tier 2	Aggressive Behavior (non-physical)	Defacing school property; threats, insults and bullying; inappropriate conversation	Restorative practice; loss of privilege; parent conference; in school suspension; out of school suspension
Tier3	Defiance/Insubordination	Refusal to follow directions; disrespectful attitude; out of assigned area without permission; tantrumming	Behavior chart; Restorative practice; parent conference; loss of privilege,
Tier 4	Inappropriate Behavior	Disrespectful tone; deliberate lack of urgency; insults and bullying, violation of classroom rules and resources	Behavior chart; in class redirection; loss of privilege; parent contact
Tier 5	Classroom disruption	Violation of classroom rules	Behavior chart; in class redirection; loss of privilege; parental contact

## B. Academic Standards

### Standard Adaptation and Implementation

Ignite Achievement Academy's accelerated model aims to treat each and every scholar as if they are gifted and talented regardless of previous experience. A detailed Scope and Sequence will be developed to support IAA with rigorous, engaging, and project-centered products. This blueprint will align to Indiana State Standards as well as Common Core Standards. Common Core Standards have been adopted to emphasize high levels of rigor, critical thinking and text complexity to ensure scholars become contemplative thinkers and creators. Ignite scholars will not only be expected to master their current grade level standards, but will also be expected to demonstrate proficiency in standards a grade-level above. In order to serve every scholar and deliver on the promise of accelerating all scholars, supports such as the Math and Literacy Labs, after-school tutoring and Saturday school will be infused into the model to remediate scholars so that they are not left behind during day to day instruction.

The following outlines the development of curriculum documents that will provide cohesiveness for Ignite Achievement Academy's (IAA) educational model.

Curriculum planning in Humanities, Social Studies and STEAM will be developed to reflect IAA's three major design anchors: Acceleration, Personalization and Community. Scope and sequence documents, assessments, unit plans and lesson plans will be created with IAA instructional methods in mind in order to best accelerate scholars.

Scope and Sequence documents: These documents will provide unit overviews, Indiana State and Common Core Standards taught and assessed across four assessment cycles, assessment dates, and suggested pacing for the 2017-18 academic school year.

### Exit Standards

Exit Standards are the "overarching" skills scholars will need to demonstrate mastery of, in order to be promoted to the next grade level. Exit Standards were determined by taking the current Indiana Standardized State Assessment Blueprint and aligning accordingly to both the current grade level and the grade level above. In the event this assessment changes, a similar process will be followed to determine the skills Ignite scholars will need to be proficient in before moving on to middle school. It should also be noted that there are a number of Common



Core Standards that overlap and align with several of these Exit Standards.

The following chart provides examples of “Exit Standards” for grade 6, that would demonstrate successful completion of our accelerated program at Ignite Achievement Academy:

**\*Indicates an accelerated skill explicit ONLY to following grade level (in this instance, Grade 7). Note: Many of the skills listed carry over from 6<sup>th</sup> to 7<sup>th</sup> grade.**

6 <sup>th</sup> Grade English Language Arts Exit Standards Ignite Achievement Academy	
Strand	Expected Mastery
Reading: Literature and Vocabulary	<ul style="list-style-type: none"> <li>Scholars will be able to describe, explain, and making inferences about literary elements and themes while citing explicit and inferential textual support.</li> <li>Scholars will be able to summarize the text; using knowledge of literary structure and point of view to provide explanation and analysis of literature.</li> <li>Scholars will be able to connect literary elements and themes across different forms or genres in literature.</li> <li>Scholars will be able to make connections between historical fiction and nonfiction historical accounts.*</li> <li>Scholars will be able to determine and clarify the meanings of words and understanding their relationships.</li> <li>Scholars will be able to determine or clarify the literal and nonliteral meanings of words and phrases and their uses in literature.</li> </ul>
Reading: Nonfiction, Vocabulary, and Media Literacy	<ul style="list-style-type: none"> <li>Scholars will be able to determine how central ideas are conveyed through details</li> <li>Scholars will be able to analyze key individuals, events, or ideas and supporting analysis with explicit and inferential textual support.</li> <li>Scholars will be able to summarize the text; using knowledge and providing analysis of text features, structures, and author’s perspective;</li> <li>Scholars will be able to trace and evaluate argument and claims.</li> <li>Scholars will be able to analyze multiple presentations of information.*</li> <li>Scholars will be able to interpret and analyze how media uses words and images.*</li> <li>Scholars will be able to make connections between topics and ideas.</li> <li>Scholars will be able to use evidence to evaluate the accuracy of media messages and identifying the target audience.</li> <li>Scholars will be able to determine and clarify the meanings of words and understand their relationships; and determine or clarify the literal and nonliteral meanings of words and phrases and their uses in nonfiction texts.</li> </ul>

Writing: Genres, Writing Process, Research Process	<ul style="list-style-type: none"> <li>Scholars will be able to write an argument, informative, or narrative in response to literature and nonfiction texts.</li> <li>Scholars will be able to rewrite, edit, produce and strengthen writing to make clear and coherent.</li> <li>Scholars will be able to locate information in sources and assess the credibility of sources.</li> </ul>
Writing: Conventions of Standard English	<ul style="list-style-type: none"> <li>Scholars will be able to using and/or identifying grade-level appropriate Standard English conventions (e.g., usage of parts of speech, capitalization, punctuation, and spelling).</li> </ul>

6 <sup>th</sup> Grade Mathematics Exit Standards Ignite Achievement Academy	
Strand	Description
Number Sense and Computation	<ul style="list-style-type: none"> <li>Scholars will be able to compare rational numbers.</li> <li>Scholars will be able to compare common irrational numbers.*</li> <li>Scholars will be able to solve problems involving absolute value.</li> <li>Scholars will be able to solve problems involving square roots.*</li> <li>Scholars will be able to compute with rational numbers fluently.*</li> <li>Scholars will be able to convert among fractions, decimals, and percents.</li> <li>Scholars will be able to solve problems involving ratios and rates.</li> <li>Scholars will be able to divide multi-digit whole numbers fluently.</li> <li>Scholars will be able to compute with positive fractions and decimals fluently.</li> <li>Scholars will be able to solve real-world problems involving positive fractions and decimals.</li> <li>Scholars will be able to solve real-world problems involving rational numbers.*</li> <li>Scholars will be able to solve problems involving ratios and percents.</li> <li>Scholars will be able to evaluate positive rational numbers with whole number exponents.</li> <li>Scholars will be able to apply the order of operations and properties of operations to evaluate numerical expressions.</li> </ul>
Algebra & Functions	<ul style="list-style-type: none"> <li>Scholars will be able to evaluate expressions for specific values of their variables.</li> <li>Scholars will be able to apply the properties of operations to create equivalent linear expressions.</li> </ul>

	<ul style="list-style-type: none"> <li>Scholars will be able to solve 1-step linear equations fluently.</li> <li>Scholars will be able to solve 2-step linear equations fluently.*</li> <li>Scholars will be able to represent real-world problems using linear equations and solving such problems.</li> <li>Scholars will be able to solve problems involving points in the coordinate plane.</li> <li>Scholars will be able to solve problems involving slope.*</li> </ul>
Geometry & Measurement	<ul style="list-style-type: none"> <li>Scholars will be able to solve problems involving similarity.*</li> <li>Scholars will be able to solving problems involving conversions across measurement systems.</li> <li>Scholars will be able to solve problems involving the sum of the interior angles of triangles and quadrilaterals.</li> <li>Scholars will be able to solve problems involving vertical, adjacent, complementary, and supplementary angles.*</li> <li>Scholars will be able to solve problems involving area and circumference of circles.*</li> <li>Scholars will be able to solve problems involving area of two-dimensional complex shapes.</li> <li>Scholars will be able to solve problems involving volume and surface area of right rectangular prisms.</li> <li>Scholars will be able to solve problems involving volume and surface area of cylinders*</li> </ul>
Data Analysis & Statistics	<ul style="list-style-type: none"> <li>Scholars will be able to create and interpret graphical representations of numerical data.</li> <li>Scholars will be able to summarize data using measures of center and spread.</li> <li>Scholars will be able to interpret data using measures of center and spread.*</li> <li>Scholars will be able to solve problems using probability.*</li> <li>Scholars will be able to make inferences about data from random samples.*</li> </ul>
Mathematical Process	<ul style="list-style-type: none"> <li>Scholars will be able to make sense of problems and persevering in solving them.</li> <li>Scholars will be able to reason abstractly and quantitatively.</li> </ul>

	<ul style="list-style-type: none"> <li>Scholars will be able to construct viable arguments and critique the reasoning of others by modeling, using appropriate tools strategically, attending to precision, and making use of structure.</li> </ul>
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<b>6<sup>TH</sup> Grade Science Exit Standards Ignite Achievement Academy</b>	
<b>Strand</b>	<b>Description</b>
Physical Science	<ul style="list-style-type: none"> <li>Scholars will be able to understand how to measure the volume and mass of an object.</li> <li>Scholars will be able to understand the differences between mass and weight, and how the weight of a whole object is equal to the sum of its parts.</li> <li>Scholars will be able to demonstrate an understanding of kinetic and potential energy.</li> <li>Scholars will be able to explain how energy can be transferred into different forms,</li> <li>Scholars will be able to explain how the motion of particles in an object defines its state of matter.</li> <li>Scholars will be able to understand that mass is conserved when an object changes state.</li> <li>Scholars will be able to draw, construct models, or use animations to differentiate between atoms, elements, molecules, and compounds.*</li> <li>Scholars will be able to demonstrate an understanding of Newton's three laws of motion by constructing a device that uses one or more of Newton's laws of motion. *</li> <li>Scholars will be able to compare and contrast the three types of heat transfer: radiation, convection, and conduction.*</li> </ul>
Earth and Space Science	<ul style="list-style-type: none"> <li>Scholars will be able to understand the composition and movements of objects in the solar system.</li> <li>Scholars will be able to describe the physical characteristics of all objects in the solar system.</li> <li>Scholars will be able to explain how Earth's movement causes the day-night cycle and the change in seasons.</li> <li>Scholars will be able to understand how the moon's movement creates its apparent changing shape over the course of a month, and how the sun's movement across the sky appears to change throughout the year.</li> <li>Scholars will be able to identify and investigate the properties of minerals.*</li> <li>Identify and classify a variety of rocks based on physical characteristics from their origin, and explain how they are related using the rock cycle. (i.e. Sedimentary, igneous, and metamorphic rocks).*</li> <li>Scholars will be able to construct a model, diagram, or scale drawing of the interior layers of the Earth and identify and compare the compositional (chemical) layers to the mechanical (physical) layers of the Earth's interior including magnetic properties.*</li> </ul>

	<ul style="list-style-type: none"> <li>Describe the positive and negative environmental impacts of obtaining and utilizing various renewable and nonrenewable energy resources in Indiana. Determine which energy resources are the most beneficial and efficient.*</li> </ul>
Life Science	<ul style="list-style-type: none"> <li>Scholars will be able to understand the differences and roles of producers, consumers, decomposers, predators and prey in an ecosystem.</li> <li>Scholars will be able to understand how factors and changes in an ecosystem affect the organisms in that ecosystem.</li> <li>Scholars will be able to understand how plants and animals either create or consume energy needed to grow and function.</li> <li>Scholars will be able to investigate and observe cells in living organisms and collect evidence showing that living things are made of cells.*</li> <li>Scholars will be able to compare and provide examples of prokaryotic and eukaryotic organisms and identify the characteristics of living things.*</li> <li>Scholars will be able to create a model to show how the cells in multicellular organisms repeatedly divide to make more cells for growth and repair as a result of mitosis.*</li> </ul>
Science, Engineering and Technology	<ul style="list-style-type: none"> <li>Scholars will be able to understand the uses and importance of prototypes during the design process.</li> <li>Scholars will be able to identify the criteria and constraints of a design to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.*</li> <li>Scholars will be able to understand the differences between kinetic and potential energy and how that energy transfers in a real-world scenario.</li> </ul>
The Nature of Science	<ul style="list-style-type: none"> <li>Scholars will be able to understand how to develop testable questions.</li> <li>Scholars will be able to collect and interpret data from investigations, and analyze and communicate the results of investigations.</li> </ul>
The Design Process	<ul style="list-style-type: none"> <li>Scholars will be able to understand how to identify a problem to be solved and to select the most appropriate solution to that problem.</li> <li>Scholars will know how to evaluate the most appropriate solution, and how to improve upon the solution based on how well the solution addresses the original problem.</li> <li>Scholars will be able to develop a prototype to generate data for repeated investigations and modify a proposed object, tool, or process such that an optimal design can be achieved.*</li> </ul>

## Promotion Policies and Standards

Ignite Achievement Academy is committed to preparing all scholars to be successful, contributing members of society. IAA does not support social promotion, as we believe, given the accelerated nature of our programming, it

is a disservice to children to move them onto the next grade level if they are unable to demonstrate mastery of the content being covered. It is always the intention of IAA to take a proactive approach to scholar success, so interventions such as Math and Literacy Labs, tutoring and Saturday school will be offered immediately in the event a scholar is struggling. Ignite will also have on-going dialogue with families to ensure they understand where their scholar is performing academically and what they can do to reinforce learning in the home.

If in the event these interventions do not reflect adequate growth via grades and/or assessments, promotion will not occur. Scholars who receive a failing grade at the end of the year in any core academic subject: English Language Arts, Mathematics, Science or Social Studies, will automatically be retained. In addition, if multiple data points reflect below grade level performance on benchmark and summative assessments in the middle or end of the year, grade reclassification may also be considered through the designated Retention Committee. Scholars that earn passing grades in all core subject areas and demonstrate on-grade level or above performance on benchmark and summative assessments will automatically be promoted to the next grade level.

## C. Curriculum

Ignite's curriculum will be designed based on three major design anchors: Acceleration, Personalization and Community. These three anchors adapted from the Greenfield Model are designed to maximize learning and cultivate long-term intrinsic motivation. These anchors will be distributed throughout four different modes intended to best match scholar acceleration. These modes include:

- ❖ *Self-Directed Learning*: Building responsibility, ownership and identity by giving scholars control over sequence and some content.
- ❖ *Small Group Learning*: Hands-on and individualized instruction to go deep and receive lots of individualized feedback.
- ❖ *Large Group Learning*: Teacher-moderated instruction, debate, simulation and experimentation focused on answering key questions.
- ❖ *Expeditions*: Opportunities to experience content and apply skills in a context beyond the school (using the community as the classroom).

Ignite Achievement Academy will utilize a plethora of instructional materials and methods to ensure a variety of learning modalities are addressed in its lessons. It is the intent of IAA to not follow a scripted curriculum. Teacher voice is valued and IAA believes that all teachers are capable of developing lessons tailored in tandem to their scholars' interests and specific learning needs. Because of this autonomy, it is going to be crucial that teachers are developed to be intentional about their lesson planning and delivery. During summer on-boarding, teachers will be trained on how to navigate a pre-determined scope and sequence aligned to state standards. In addition, there will be time dedicated to unpacking the standards, to ensure teachers grasp what scholars will need to know to demonstrate mastery of these standards. Staff will also be developed on the leading neuroscientific research and provided with a tool-kit of best instructional practices from which to pull. Teachers and support staff will have access to a variety of resources to develop engaging, relevant, impactful lessons, utilizing the Understanding by Design Framework by Wiggins and McTighe. In addition to these resources, staff will be provided with exemplar lesson plans, on-going coaching and opportunities for teacher observation throughout the year. A designated member of the administration team will provide recurring lesson plan feedback, as well as in-class observation feedback. Common planning time will be embedded throughout the day and scholars will be released early once a week, so that on-going Professional Development and data analysis can be provided to meet the real-time needs of the school.

It is IAA's mission to not only promote rigorous critical thinking and hands-on learning, but to also equip scholars with the tools they need to navigate their socio-emotional health and well-being. The character development component and cultural relevance element are essential to the outcome of positively impactful, societal contribution. It is imperative that all demographics are reflected throughout the scope of the curriculum and learning experience.

## English Language Arts

In grades K-6, reading blocks will be utilized to advance scholars' literacy skills in the 5 pillars of literacy: phonemic awareness, phonics instruction, fluency, vocabulary, and comprehension. In grades K-1 an additional block of word study and phonics instruction will be embedded to reinforce letter-sound recognition and patterns through the Reading Mastery program. In addition to the five pillars, there will be a layer of rigor focusing on text complexity, text dependent questions, and intentional delivery of academic and content specific vocabulary relevant to scholars' demographic and cultural experiences in all grades. Lucy Calkins Units of Study in Reading and Writing will be provided as a resource to assist in teachers in lesson planning **[SEE ATTACHMENT 8]**. During Small Group Instruction, Raz-Kids and Headsprout will serve as an online support to scholars in grades K-2. The online program Achieve 3000 will supplement the reading curriculum for our high stakes testing grades, while providing scholars individualized reading plans based on their Lexile level. The texts are non-fiction and the program comes equipped with progress monitoring capabilities.

## Mathematics

In grades K-6, the math block will include teacher developed procedures-based lessons, opportunities to discuss/defend different approaches for problem solving, math fact fluency, and opportunities for project-based learning, so that learning becomes actionable and applicable. The majority of the lessons will revolve around the Singapore Math approach, which focuses on fewer concepts and greater emphasis on mastery **[SEE ATTACHMENT 9]**. This model will allow scholars to gain a concrete understanding through hands-on and pictorial representations in addition to the traditional model. Scholars must not just understand the how, but also the why in order to be successful mathematicians. During Small Group Instruction, online programs such as Khan Academy and Zearn Math will serve as a means of personalizing learning to accelerate all scholars.

## Science/Social Studies

In grades K-6, the science and social studies blocks will cover all necessary state standards through Project-Based learning but will have an intentional focus on history with particular focus on demographic and cultural contribution to inspire self-worth and pride through the Historic Journey curriculum **[SEE ATTACHMENT 7]**. Scholars will complete a total of four projects (one per quarter) based on the Buck Institute for Education's Project-Based Framework **[SEE ATTACHMENT 10]**. Each project will have one driving question that will span across each grade-level. The question will need to meet the following criteria: Relate to a real-life problem, be community-driven, have a long-lasting impact on the community, bring community members into the classroom and connect to grade-level standards.

## The Arts

In grades K-6, the scholars will receive the following electives: art, music, physical education with a focus on health. There will be an intentional cross-curricular emphasis for all electives. To address emotional constancy, confidence, and bully awareness, there will be a martial arts focus to the physical education program where scholars will be instructed in traditional martial arts training to help develop focus, self-discipline, self-control, and self-confidence twice per week. Scholars that enter kindergarten and stay at the school through 6<sup>th</sup> grade ultimately (K-3 in inaugural year) will potentially go to middle school as junior black belts.

## Character Education

In grades K-6, the school will also incorporate a mindfulness, "mindset", brain exercise/builder blocks to develop scholars' brains, mental acuity, and socio-emotional intelligence. This innovative approach will lead to an increased level of scholar focus, stamina and self-control in the classroom. Because scholars will be better able to regulate their emotions, relieve anxiety and work through obstacles with a growth mindset, strong academic outcomes will result. This will be done through the MindUP, Mindset Works, Project Renaissance, and/or Second Steps curricula respectively **[SEE ATTACHMENT 5]**. In this way, there is an intentional commitment to exercising the brain in order

to build more efficient brain function, capacity and mental acuity. This approach rounds out and supports the Greenfield Model as it provides a holistic approach to acceleration. A FusiK MusIQ block will use multisensory strategies, especially academic rhyming/songs to help solidify key concepts carried vertically across grade levels to ensure mastery. Additionally, the day will include three brief periods of “mental minutes” which serve as a full school mindfulness practice/reset for approximately 2-3 minutes at a time. In these moments, scholars take time to center their minds, refocus, visualize, and reiterate a positive school-wide focus.

## Ignite Achievement Academy Instructional Methods

- ❖ **Self-Directed Learning-** Building responsibility, ownership and identity by giving scholars control over sequence and some content.
- ❖ **Small-Group Learning-** Hands-on and individualized instruction to go deep and receive lots of individualized feedback.
- ❖ **Large-Group Learning-** Teacher-moderated instruction, debate, simulation and experimentation focused on answering key questions.
- ❖ **Expeditions-** Opportunities to experience content and apply skills in a context beyond the school (using the community as the classroom).
- ❖ **Read Aloud-** Modeled reading of fluency and expression that introduces vocabulary and other foundational reading skills.
- ❖ **Shared Reading/Writing-** Interactive experience involving scholars joining in the reading of a book or creation of a piece of writing while being guided and supported by a teacher.
- ❖ **Guided Reading/Writing-** Small group instruction designed to provide differentiation in reading and writing.
- ❖ **Independent Reading/Writing-** Scholars are involved in choosing the materials they read; topics they want to write about.
- ❖ **Journaling-** Independent writing based on a variety of topics.
- ❖ **Word Study-** Learning how to spell through word patterning.
- ❖ **Whole Brain Teaching-** A variety of strategies developed by Chris Biffle to recruit different areas of the brain.
- ❖ **Call and Response-** Form of verbal/non-verbal interaction between the speaker and the listener.
- ❖ **Taxonomy-** A common language developed by Doug Lemov highlighting best practices in teaching.
- ❖ **Socratic Seminar-** Formal discussion based on text, in which the teacher facilitates by asking open-ended questions.
- ❖ **Maieutic Method-** Having scholars bring forth new ideas through reasoning and dialogue.
- ❖ **Didactic Instruction-** asserts the role of the teacher as that of the expert, with the students being receptors of the teacher's knowledge and experience.
- ❖ **Think Aloud-** Modeling in which the teacher says out loud what they are thinking when reading, problem solving or responding to a question.
- ❖ **Dancing Definitions-** A culturally relevant strategy developed by Augusta Mann to teach vocabulary through recitation and movement.
- ❖ **FusiK MusIQ-** A series of brain-based, multi-sensory strategies to aid in conceptual mastery.
- ❖ **Essential Summaries-** Key concepts put to music to assist with mastery.
- ❖ **Reciprocal Teaching-** A reading strategy in which the scholars become the teachers and guide group discussions using four strategies: summarizing, questioning, clarifying and predicting.
- ❖ **Close Reading-** Thoughtful, critical analysis of a text to gain a deeper understanding.
- ❖ **Gradual Release/Scaffolding-** The I Do, We Do, You Do approach. The teacher assumes all responsibility in instruction and gradually releases until the scholar can complete the task independently.
- ❖ **Fact Fluency-** Ability to recall basic math facts quickly.
- ❖ **Calendar Math-** Utilization of a calendar to spiral in math standards.
- ❖ **CUBES-** A problem solving strategy to assist with understanding word problems.
- ❖ **Debate-** a formal discussion on a particular topic in which opposing arguments are respectfully put forward.



- ❖ **Project-Based Learning**-A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge.
- ❖ **Project Renaissance Strategies and Techniques**-Developed by Dr. Win Wenger capitalizing on the Socratic Function of Education.
- ❖ **Mindfulness**- A mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations, used as a therapeutic technique.

Ignite Achievement Academy Instructional Methods					
Method	English Language Arts	Mathematics	Science/Social Studies	The Arts	Character Education
Self-Directed Learning	X	X	X	X	X
Small Group Learning	X	X	X	X	
Large Group Learning	X	X	X	X	
Expeditions	X	X	X	X	
Read Aloud	X		X	X	X
Shared Reading/Writing	X				
Guided Reading/Writing	X				
Independent Reading/Writing	X		X	X	X
Journaling	X	X	X	X	X
Word Study	X				
Whole Brain Teaching	X	X	X	X	X
Call and Response	X	X	X	X	X
Taxonomy	X	X	X	X	
Socratic Seminar	X		X	X	
Maieutic Method	X	X	X	X	X
Didactic Instruction	X	X	X	X	X
Think Aloud	X	X	X	X	X
Dancing Definitions	X	X	X	X	X
FusiK MusIQ	X	X	X	X	X
Essential Summaries	X	X	X	X	X
Reciprocal Teaching	X				
Close Reading	X		X		
Gradual Release/Scaffolding	X	X	X	X	X
Fact Fluency		X			
Calendar Math		X			
CUBES		X			
Debate	X	X	X	X	X
Project-Based Learning			X		
Project Renaissance Strategies and Techniques	X	X	X	X	X
Mindfulness					X

### Ignite Achievement Academy Instructional Materials

- ❖ **Common Core/ Indiana State Standards**-Academic standards scholars are expected to master at the end of each grade level.
- ❖ **Understanding by Design Framework**-A lesson planning framework, in which the developer starts with the end product and works backward.
- ❖ **Fountas & Pinnell Guided Readers**-A series of books utilized in guided reading that are organized by genre and Lexile.
- ❖ **Reading Mastery**- A research-based literacy program that focuses on beginning reading skills.
- ❖ **Highly Recurring Phonic Elements Anchor Charts**- A culturally relevant chart developed by Augusta Mann to assist with phonics patterns and the sounds associated with them.
- ❖ **Thinking Maps**- Eight visual-verbal learning tools, each based on a fundamental thinking process.
- ❖ **Culturally Relevant Read Alouds**- Picture books that are reflective of the scholar's culture and community.
- ❖ **Historic Journey Curriculum**-Culturally relevant history curriculum that teaches multiple perspectives as opposed to traditional European pedagogy.
- ❖ **Achieve 3000 Computer Program**- Online differentiated instruction to improve reading comprehension.
- ❖ **Headspout Computer Program**-Online differentiated instruction to improve reading skills.
- ❖ **Raz-Kids Computer Program**- Online differentiated instruction to improve reading skills.
- ❖ **SMART Notebook Interactive Lessons**- Interactive whiteboard and lessons aligned to standards.
- ❖ **Lucy Calkins Units of Study Curriculum**-A reading and writing curriculum to assist with Reading and Writing Workshop
- ❖ **Depth of Knowledge Question Stems**-A category of question stems differing in complexity of thinking.
- ❖ **Laptops**-Portable computers
- ❖ **Singapore Math**- A math curriculum originally developed in Singapore that focuses on problem solving with concrete, pictorial learning to mastery.
- ❖ **Vedic Math**- Mental calculation techniques developed - be based on the Vedas.
- ❖ **Khan Academy**-A personalized, on-line learning resource.
- ❖ **Zearn Math**- A personalized, on-line learning resource.
- ❖ **Manipulatives**-Objects designed for children to learn mathematical concepts in a developmentally appropriate, hands-on way.
- ❖ **Buck Institute for Education Project Based Learning Framework**- A framework to develop and evaluate Project Based Learning.
- ❖ **Mind Up! Curriculum**- A research-based training program for educators and children. This program is composed of 15 lessons based in neuroscience.
- ❖ **Mindset Works Curriculum**- A growth mindset curriculum for elementary-aged scholars.
- ❖ **Second Steps Curriculum**- A research-based program for teachers to integrate social-emotional learning into their classrooms.
- ❖ **Go Noodle website**- A K-5 website that gets scholars moving with short interactive activities. Desk-side movement helps kids achieve more by keeping them engaged and motivated throughout the day.
- ❖ **Brain Lab**- A lab on-site that is designed to enhance a scholar's cognitive, social and emotional well-being.
- ❖ **Athletic Equipment**- Sporting goods used for sport or exercise during Physical Education

Ignite Achievement Academy Instructional Materials					
Materials	English Language Arts	Mathematics	Science/Social Studies	The Arts	Character Education
Common Core/Indiana State Standards	X	X	X	X	
Understanding by Design Framework	X	X	X	X	

# IGNITE ACHIEVEMENT ACADEMY FULL APPLICATION FALL 2017

Fountas & Pinnell Guided Readers	X				
Reading Mastery Kits	X				
Highly Recurring Phonic Elements Charts	X				
Thinking Maps	X	X	X	X	X
Culturally Relevant Read Alouds	X		X	X	
Historic Journey Curriculum			X		
Achieve 3000 Computer Program	X		X		
Headsprout Computer Program	X				
Raz-Kids Computer Program	X				
SMART Board and SMART Notebook Interactive Lessons	X	X	X	X	X
Lucy Calkins Units of Study Curriculum	X				
Depth of Knowledge Question Stems	X	X	X	X	
Laptops	X	X	X	X	X
Singapore Math		X			
Vedic Math		X			
Khan Academy Computer Program		X			
Zearn Math Computer Program	X				
Manipulatives		X			
Buck Institute Project Framework			X		
Mind Up! Curriculum					X
Mindset Works Curriculum					X
Second Steps Curriculum					X
Go Noodle Website				X	X
Brain Lab				X	X
Athletic Equipment				X	

In order to meet the specific learning needs and interests of all scholars, Ignite Achievement Academy's curriculum will be developed in-house. Lesson planning and instructional delivery will be based on the Accelerated School's philosophy developed by Dr. Henry Levin of Stanford University. All scholars will be treated as if they are gifted and talented, thus exposing each child to a highly rigorous and demanding curriculum regardless of previous performance. Although scholars will be taught at an accelerated pace during Large Group Instruction, it is important to note that designated Small Group and Self-Directed Learning time will be devoted to meeting explicit, individualized needs of each and every scholar.

A team of highly experienced consultants have been contracted to develop a Scope and Sequence that aligns Indiana State and Common Core Standards for the current grade level and the grade level above in all core subjects. Specific benchmarks will be expected to be met throughout the school year for each grade-level. In order to track the fidelity of these benchmarks, quarterly Interim assessments aligned to the accelerated curriculum will be given to ensure scholar mastery of the standards.

During summer professional development, Ignite teachers will be introduced to the pre-determined Scope and Sequence mentioned above. They will be groomed on how to navigate the Scope and Sequence in preparation of unit unpacking and lesson planning. Extensive trainings will be devoted to walk teachers through the processes of creating strong, cohesive unit plans that will ultimately serve as the blue print in lesson planning. These unit plans will follow the Understanding by Design Framework, in which desired outcomes are identified through established goals, essential questions, key understandings, key knowledge and key skills. Acceptable evidence will be determined through performance tasks, tests, quizzes, prompts, work samples and observations. Teachers will then be provided with sample unit and lesson plans **[SEE ATTACHMENT 11]** to reference, in addition to supplemental materials and Teacher Editions to create lessons that align to the explicit standards outlined in the Scope and Sequence. Grade levels will be required to develop weekly lessons and submit to administration for accountability and feedback.

Sample lessons provided will consist of the following components:

- “I Can” Statements (Objectives)
- Standards
- Required Materials
- Key Vocabulary
- I Do (Teacher Modeling)
- We Do (Guided Practice)
- You Do (Independent Practice)
- Exit Ticket/Informal Assessment
- Homework

Applying the gradual release model into the lesson delivery will be required, as the intentional scaffolding will set scholars up for mastery. Teachers will also be mandated to mark-up their lesson plans to embed engagement techniques. In order to serve limited English proficient learners and scholars with special needs, classroom teachers will collaborate weekly with ESL and Special Education staff to ensure the appropriate accommodations and modifications are reflected in lesson plans. Differentiation mark-ups will be also be included in all plans to reflect additional scaffolds and enrichment activities to support scholars that are below grade-level in addition to those requiring additional challenges. In the event scholars are still struggling, additional remediation in the form of Math and Literacy Labs, Saturday school and before/after-school tutoring may be assigned to reinforce key skills and concepts.

## **D. Assessment**

Assessments for Ignite Achievement Academy will serve to drive instruction and to inform the school on its growth and goal attainment. At the end of each major assessment, extensive Data Dives will be held so that the Ignite team can identify class-wide, grade-wide and school-wide trends. In addition, this information will help codify individual scholar and teacher supports. The majority of assessments chosen were selected because they meet the following criteria: Easy to administer, computer-based for quick turn-around, thorough reporting capabilities, instructional resources and ability to calculate growth over time. There are four major types of assessments that will be utilized: Diagnostic, Formative, Benchmark and Summative. Diagnostic assessments will be furnished to inform educators about each scholar's prior knowledge before beginning instruction. By having access to this data, teachers will be cognizant of scholar strengths and weaknesses when lesson planning. This will also assist in identifying scholars that may need to receive additional supports or challenges through the Response to Instruction process. Formative Assessments will be conducted by teachers during the learning process in order to

modify teaching and learning activities to improve student attainment and determine if the level of rigor needs to be increased. Benchmark Assessments will provide teachers with important information about scholar learning relative to short- and long-term learning goals. They will also assess the instructor's fidelity to the Scope and Sequence and allow the administration to make adjustments as needed regarding school-wide and grade-level trends. Benchmark data will also indicate the skills and standards that may need to be retaught/spiraled in to plans to meet the individual learning needs of each child. Lastly, Summative Assessments will be used to evaluate the outcome of an education program or unit to measure scholar mastery and growth. Summative Assessments will be included in the overall evaluation of the instructor and assist administration in determining the overall progress of the school, so that future goal setting may occur.

## Diagnostic Assessments:

- ❖ **Kindergarten Screener-** An in-house assessment developed to evaluate children's readiness for kindergarten in a range of developmental tasks from self-care skills, to listening and communicating.
- ❖ **NWEA MAP (Grades K-6)-** The Northwest Evaluation Association Measures of Academic Progress is an on-line test given in Reading and mathematics that is scaffolded to find identify the scholar's RIT score (instructional level). The RIT score and additional reports assists teachers in identifying scholars who may need additional challenges or supports throughout the school year.
- ❖ **STEP (Grades K-3)-** The Chicago Impact's Strategic Teaching and Evaluation of Progress is a reading assessment in which scholars grade-level reading strengths and weaknesses are identified. A scholar's reading level may also be determined using this assessment.
- ❖ **Acuity (Grades 4-6)-** Acuity is an on-line testing site aligned to state standards that can be utilized as a diagnostic, predictive and adaptive tool. It also has instructional resources for reteach and has custom assessment capabilities.

## Formative Assessments:

- ❖ **Conferencing-** An informal way for teachers to gather information about their students' reading habits, interests, processes and strategies by listening to them read individually.
- ❖ **Exit Tickets-** An quick way to gauge what scholars have understood from the day's lesson. With this information, teachers can adjust instruction and plan how to best meet student needs by modifying and differentiating instruction.
- ❖ **Concept Maps-** Graphical tools used for organizing and representing knowledge acquired.
- ❖ **Non-Verbal Gestures-** A way for scholars to communicate an answer using hand signals or other movements in order for a teacher to check for understanding. Example: Thumbs up/Thumbs down
- ❖ **Running Records-** A tool that helps teachers to identify patterns in student reading behaviors.
- ❖ **Mini-Whiteboards-** A fast way to check for understanding. Scholars write down and hold up their response so that the teacher can determine if they are able to demonstrate whether or not they are grasping the skill being taught.
- ❖ **Scholar Portfolios-** A compilation of academic work and other forms of educational evidence assembled for the purpose of evaluating coursework quality, learning progress, and academic achievement.
- ❖ **Cold Call-** A "Teach Like a Champion" technique in which scholars are called on regardless of whether or not their hands are raised.
- ❖ **Recitation-** Repeating something aloud from memory.

## Benchmark Assessments:

- ❖ **NWEA MAP-** The Northwest Evaluation Association Measures of Academic Progress is an on-line test given in Reading and mathematics that is scaffolded to find identify the scholar's RIT score (instructional level). The RIT score and additional reports assists teachers in identifying scholars who may need additional challenges or supports throughout the school year.
- ❖ **STEP-** The Chicago Impact's Strategic Teaching and Evaluation of Progress is a reading assessment in which scholars grade-level reading strengths and weaknesses are identified. A scholar's reading level may also be determined using this assessment.

- ❖ **Interims-** In house benchmark assessments given at the end of each quarter in reading, writing and math to ensure the curriculum and designated scope and sequence are being taught with fidelity.

## Summative Assessments:

- ❖ **ISTEP+/-** Indiana Statewide Testing for Educational Progress Plus is a state-wide, standardized assessment given in grades 3-6 in Reading and Math. Science and Social-Studies may also be assessed depending on the grade. This assessment is given in two parts: Applied Skills and Multiple Choice. **NOTE: The ISTEP+ is being phased out for the 2017-18 school year. The test Indiana determines to replace ISTEP+ will be utilized instead.**
- ❖ **IREAD-3-** Indiana Reading Evaluation and Determination assessment is a state-wide standardized test given to all third graders to determine scholars' reading proficiency. Scholars take the assessment in the spring. If they do not meet the determined cut score, they are remediated and given the opportunity to retest in the summer.
- ❖ **End of Unit Tests/Projects-** Assessments designed to evaluate whether or not scholars mastered the content of a particular unit. They may take on multiple formats depending on the content that was taught.
- ❖ **STEP-** The Chicago Impact's Strategic Teaching and Evaluation of Progress is a reading assessment in which scholars grade-level reading strengths and weaknesses are identified. A scholar's reading level may also be determined using this assessment. At the end of the school year, the amount of reading growth can also be identified.
- ❖ **NWEA MAP-** The Northwest Evaluation Association Measures of Academic Progress is an on-line test given in Reading and mathematics that is scaffolded to find identify the scholar's RIT score (instructional level). The RIT score and additional reports assists teachers in identifying scholars who may need additional challenges or supports throughout the school year. NWEA also has the capabilities to determine projected growth and to measure actual growth throughout the school year.

It should be noted that the NWEA MAP and STEP assessments selected have the capability of serving in a Diagnostic, Benchmark and Summative capacity. Given at the beginning of the year, these assessments will identify the scholar's current performance level and skills/standards that have not been mastered. These tests also provide reports that determine scholar performance in comparison to other scholars, as well as grade-level norms/appropriate levels based on a specified time of year. In addition, these tests have the ability to determine scholar growth over time.

## Data Collection and Analysis:

- ❖ **School-wide Google Dashboard-**A confidential, shared spreadsheet amongst teachers and administration that contains all school-wide diagnostic, benchmark and summative data.
- ❖ **Data Room-** A secure, confidential space in the building in which scholar data is displayed and organized.
- ❖ **LASW Protocols-** The Looking at Student Work protocol is a format for teachers to follow as they look at scholar work and determine next steps in accelerating and remediating scholars.
- ❖ **Data Dives-** Thorough examinations of assessment results will be held after every diagnostic, benchmark and summative assessment to develop action plans moving forward and to identify school-wide, grade-wide and class-wide trends.
- ❖ **Spiraling in to daily lesson plans-**After data is assessed, one plan of action may be to embed additional reinforcement that will be spiraled into the lesson's warm up.

## Reporting:

- ❖ **Weekly Homework Trackers-** Communication that goes between home and school weekly to update parents on homework assignments, behavior, upcoming events and important announcements.
- ❖ **Class DoJo-** An app parents and teachers can upload to their cell phones and computers to communicate with one another regarding academic and behavioral progress. Class DoJo can also be used to share pictures of activities throughout the day.

- ❖ **On-line Grade Access-** Grades may be accessed in real time by families through the usage of PowerSchool's on-line grading system.
- ❖ **Bi-weekly Progress Reports-** Hard copies of scholar progress reports reflecting current grades will be sent home every Friday by all teachers.
- ❖ **Quarterly Report Cards-** Report Cards will be mailed home at the end of each quarter reflecting the scholar's academic progress (in relation to mastery of state standards), behavior and attendance.
- ❖ **Scholar Accountability Team Conferences-** Twice a year, scholars will lead conferences about their academic and behavioral progress with a designated accountability team consisting of a parent/guardian, teacher, administrator and community member.
- ❖ **RTI Meetings-** Response to Instruction meetings will occur weekly and will utilize a 3-tiered approach to the identification and scaffolding support of scholars through research-based instructional and behavioral strategies.
- ❖ **Promotion/Retention Log-** A communicate that is signed off on by the parent and teacher at every conference. A completed log is required for all scholars that are involved in Response to instruction [SEE ATTACHMENT 12]
- ❖ **IEP Case Conference-** All returning scholars requiring an Individualized Education Plan are required to have an annual case conference to discuss progress on goals and all move-in conferences must be held within ten days of enrollment to establish/revise goals if necessary.
- ❖ **ILP Conference-** All English as a Second Language Learners will be required to have an Individualized Learning Plan conference in which their levels of English Proficiency are discussed and their Individualized Learning Plans are reviewed and signed off on.

Ignite Achievement Academy is dedicated to ensuring its scholars receive access to a rigorous curriculum that not only promotes mastery of current grade level standards, but also standards from the grade level above. In order to effectively track scholar progress, assessments in conjunction with data-driven instruction must be on-going and at the forefront of Ignite's academic program.

Quarterly, pre-determined NWEA, STEP and ACUITY assessment cycles will occur to measure scholar growth and skill mastery. In-house Interim assessments created will be administered quarterly to ensure fidelity of the accelerated curriculum.

- Interim assessments in grades K-2 will be based on beginning, middle, and end-of-year benchmark goals set by IAA's reading assessment and standards outlined in the Scope and Sequence.
- Interim assessments for third grade will be based on IREAD-3, ISTEP+, PARCC, Smarter Balanced assessment items and standards outlined in the Scope and Sequence. Note-Interim assessments may be adjusted to reflect changes in the Scope and Sequence in the event Indiana adopts new standardized assessments.
- Interim assessments for grades 4-6 will be based on ISTEP+, PARCC, and Smarter Balanced assessment items. Pacing of curriculum and text selection will be targeted to meet the demands of each assessment and standards outlined in the Scope and Sequence. Note-Interim assessments may be adjusted to reflect changes in the Scope and Sequence in the event Indiana adopts new standardized assessments.
- Science Interim assessments will be aligned to 2016 Indiana Science and Engineering Standards and the Buck Institute for Education's Project-Based Framework.

Interim assessments will include exemplar short and extended responses for each level of the rubric. The rubric and exemplar will be introduced at the beginning of the unit and referenced throughout each lesson to guarantee a clear understanding and desirable outcome from scholars.

In addition to Interims, assessments will be expected to be given at the end of every major unit. These assessments shall vary in complexity and incorporate a variety of question types including multiple choice, true/false, constructed response and essay. In order to keep a pulse on the respective unit being taught, quizzes



will be required to be administered at the minimum, every two weeks. It will also be an expectation that informal assessments such as visual Checks for Understanding and Exit Tickets are embedded throughout daily lesson plans.

Once a week, a half-day will be devoted to Professional Development. A portion of this time will be leveraged to train teachers how to read and understand various assessment reports, norm against rubrics and create strategic plans to grow scholars to the next level. At the end of each major testing cycle, teachers will be required to break down their data to look at individual, class-wide and grade-level trends. These trends will allow for adjustments to be made to the curriculum to better serve the needs of scholars. In addition, teachers will also be expected to disaggregate data to identify strengths and weaknesses within specific content areas. By staying abreast of the skills scholars are mastering and struggling with, teachers will be extremely intentional about the skills they are spiraling in throughout their daily lesson planning to reteach and enrich all scholars. This will allow for planning to become more deliberate in an effort to strengthen after-school tutoring, Response to Instruction cycles and Saturday school supports as needed.

During summer on-boarding, teachers will be trained on a variety of informal assessments to incorporate throughout daily instruction. Once teachers have demonstrated a strong understanding of how to implement these assessments, they will be expected to mark-up their lesson plans with intentional stopping-points so that purposeful checks for understanding can occur. These plans will be sent to administration for review and posted outside of classrooms for accountability purposes. Informal assessments through lesson mark-ups will assist with pacing, and allow for intentional scaffolding and differentiation to meet the needs of all scholars.

Quarterly Interim and Summative assessments will also assist the administrative team in identifying areas for individual, grade-level and school-wide professional development. The Co-Leaders and Director of Assessments will be responsible for analyzing this data to track the progress of school-wide goals. This performance data will also be communicated to the Ignite School Board during monthly meetings in an effort to promote transparency and accountability.

Once assessment data is obtained and reviewed by each individual classroom, it will be disaggregated in a variety of ways to best serve the needs of individual scholars. Data will be broken down by various sub-groups including Special Education, Title 1 and English as a Second Language Learners. This information will assist various Ignite support staff with ensuring the goals outlined in Individualized Education Plans, Title 1 Intervention Plans and Individualized Learning Plans are being met. This data will also drive Professional Development in the area of inclusion, so that the needs of all learners can be adequately addressed during mainstream instruction.

It is the intention of Ignite Achievement Academy to constantly empower and inform families. In order to do this, the administration has been extremely intentional about offering a variety of opportunities for families to gain a solid understanding of the various assessments given and how the results can serve as a roadmap to support the home to school connection. A Parent University entitled, "Assessments 101," will be offered to families the first month of school to explain the type, frequency and delivery of each assessment. Furthermore, Ignite staff will formally meet with families in the Fall and Spring to facilitate Parent Teacher Conferences, otherwise known as Goal Teams. During this time, teachers will be required to review Interim, NWEA, STEP and ACUITY testing results with families and discuss action plans based on the individual scholar's progress. Teachers will communicate progress on unit assessments and quizzes through bi-weekly Progress Reports. Parents will also be encouraged to reach out to teachers, administration and/or the Director of Assessments if they would like additional assessment information, more in-depth explanations or instructional resources to support learning in the home.

### **Promotion Standards**

Ignite Achievement Academy does not believe in Social Promotion. Promoting a scholar that does not demonstrate mastery in grade-level content is setting them up for failure and goes against the school's educational philosophy. Ignite wants to ensure that scholars leave with the foundational skills necessary to mentally, physically and academically prepare themselves for a rigorous secondary education that will ultimately successfully prepare them for the option of education, employment or enlistment. Administration, Data and Testing Coordinator, Classroom



Teacher, Special Education Teacher (when applicable) and English Language Learner Teacher (when applicable) will meet with parents of scholars not making adequate progress based on classroom grades or concerning assessment data multiple times throughout the year to discuss and sign off on a Promotion/Retention Intervention Log. The School Heads never want a family to be “blind-sided” if in fact their scholar is underperforming. Scholars who are failing or in danger of failing need to immediately referred to Response to Instruction (RTI). RTI research-based interventions should be implemented and tracked to see if progress is being made. If the scholar is failing reading or math, they need to be assigned to the Math Lab or Literacy Lab for additional support. If at the end of the school year the scholar is still failing, the scholar will be referred to the “Retention Committee,” a team selected by administration that includes the administration to determine placement for the following school year. Ultimately, administration will make the decision.

## E. Support for Learning

At Ignite Achievement Academy (IAA), we place a premium on the purposeful and intentional creation, evaluation, and maintenance of a unique and positive culture for staff, scholars, families and the community at large. The IAA culture is based upon the following primary tenants:

- ❖ A culture of love, peace, and safety
- ❖ A culture of ongoing instructional & brain compatible research/professional development
- ❖ A culture of high expectations of rigor & achievement
- ❖ A culture of cultural responsive pedagogy
- ❖ A culture of community investment, service & partnership

Our intent is that the aforementioned culture serves as a vehicle to add value to each level of stakeholders: staff, scholars, family, and community. The collaborative synergy created will ultimately result in increased and lasting outcomes for the scholars we are privileged to serve and will add value to our stakeholders as the following graphic indicates:

<b>Staff</b>	Teachers are provided the most relevant and current professional development regarding cultural responsive instruction, brain-compatible teaching, data analysis, celebrations & appreciation, etc.
<b>Scholars</b>	Scholars are encouraged academically and socially through a safe environment filled with multi-sensory, culturally and personally relevant instructional practice, and engaging learning experiences.
<b>Families</b>	Families are viewed as partners an encouraged, empowered, and provided regular opportunities to support and play an active role in the school’s progress. Families are also encouraged to take advantage of the community resource partners for wrap around services to build and support healthy home and family environments. Additionally, administration incorporates scheduled opportunities to engage families through “Parent Appreciation” celebrations.
<b>Community at large</b>	IAA prides itself on its commitment to community collaboration and investment to leverage outcomes for IAA scholars and families as well. In this regard, IAA is able to serve not only as a powerful learning institution, but as a community resource hub as well.

Ultimately, the IAA culture will promote a burning curiosity for learning in scholars that go long past a diploma or a degree.

## Scholar Culture

At IAA, our determination to establish a positive culture that is supportive of all students is an integral component of our overall philosophy and operation so much so that we have turned to science for direction and support. In addition to best cultural practice, our commitment to applying the latest neuroscientific and socio-emotional

research will see that we continually have a compass on what the human beings need to reach a state of peak performance. Staff will be trained on a consistent, gradual and on-going basis in the areas of neuroscience & mindfulness, psychology, mindset, relationship building, culturally relevant pedagogy, and effective management. As staff are trained and multi-sensory environments and lessons are created and mastered, scholars will be more engaged, comfortable, and empowered to achieve at greater and greater degrees. Additionally, and uniquely, the IAA infusion of martial arts will play a large role in the establishment of a school-wide culture service, self-discipline, respect, honesty, modesty, physical and mental fitness, confidence and self-control- all key benefits of traditional martial arts philosophy and practice. While traditional martial arts programs naturally encourage physical fitness, mental fitness and character development are equally as important. Scholars develop self-confidence as they achieve small incremental goals; they are also taught the “Black Belt” principles of the aforementioned virtues through conversations, activities, etc. Lastly, the IAA Culture Calendar ensures that scholars are developed on the Habits of Success on a bi-weekly basis: Potential, Reciprocity, Karma, Positive Mental Attitude, Will Power, Detachment, and Purpose. Furthermore, the IAA Leadership Core Values help to reinforce and make the Mindsets practical. The Leadership Core Values are as follows: Respect, Honesty, Compassion, Integrity, Honor, Effort, and Teamwork. These and the martial arts philosophies are trained on a daily basis.

Furthermore, enforcing a supportive culture for our scholars are our periods of affirmation, and mindfulness. Scholars begin their learning day in ritual, positivity, affirmation, celebration, meditation, and a recap of the values that we are focusing on as a school body. This period of time early in the morning goes a long way to set the tone for the mindsets and thought processes that will ultimately translate into positive scholar actions. Throughout the day, an administrator leads a moment of silent reflection and meditation affectionately known as “mental mindfulness minutes.” During these “mindfulness minutes” scholars focus on the present moment through breathing and reflecting on the theme of the week and/or action of the day. Throughout the day, scholars are encouraged to do “random acts of kindness” and/or positive actions. Random acts of kindness are tracked and tallied for a school-wide celebration at some predesignated point. Teachers also are encouraged to proactively manage classrooms by sending scholars to the office and/or tracking positive referrals for a special “shout out” over the loud speaker during the midday message of end of day announcements.

A core belief at Ignite is that “culture eats strategy for breakfast.” Culture is the lifeblood that allows great instruction to be executed within schools. Therefore, IAA employs a deliberate plan, commitment and focus on the cultivation of a powerful culture during the first days and several weeks of the school year. To begin, administration utilizes a “1<sup>st</sup> Day Script” that details each staff member’s role during each phase of the first day of school. Furthermore, IAA scholars begin the school year with a staggered start. The highest grade level begins school several days before other grade levels. This allows for the entire staff to support onboarding those individuals that will be the senior most leadership of the school. They are immediately encouraged to be leaders for their younger “learning brothers and learning sisters.” When subsequent grade levels arrive at school, the elder scholars serve as models for the younger.

Scholars are provided extended opportunities for engagement in the following ways:

## **Staff Culture**

The leadership of IAA holds that teachers’ investment, leadership, collaboration and mentality will directly correlate to the outcomes achieved with and by scholars. Therefore, the IAA administration is dedicated to providing an atmosphere of support & development, respect, cooperation and positivity. IAA administration will create and utilize a Staff Culture Calendar to deliberately promote a high-level culture of professional development, teamwork, balance and celebration. Teachers are subject to work and experiences that are emotionally, psychologically and physically taxing. As a result, Ignite is intentional in providing staff a consistent but gradual professional development schedule and growth environment. To begin, a three-week Staff Institute will take place before school starts to effectively onboard, prep, and intentionally mold the staff culture and climate. Scholars will have an early dismissal from school once per week after which a series of professional

development workshops will be conducted without the pressure of scholars in the building and/or having to adjust teacher schedules before or after school to accommodate for training.

As the human resource is considered our most valuable resource, especially when it comes to the education and upliftment of our children, we are deliberate about creating working environments and measures that help to reduce stress and anxiety and will instead promote a work-life balance, a sense of fulfillment, team camaraderie, as well as a commitment and appreciation for personal growth of each staff. All professional development sessions will kick off with a small ice breaker, morale booster, and/or team building exercise that will precede the “business” of the professional development for that week and staff will also spend a portion of professional development unpacking and reviewing selected literature and/or other activities that address personal development and growth beyond one’s profession. Once per quarter, a professional development session will take place where staff will be permitted to work on whatever project or work that they see fit. Variations of this kind of process and freedom for staff have been shown to increase overall staff morale and job satisfaction in major organizations such as the Google company. Additionally, during professional development sessions to be determined by IAA administration, the school staff and administration will hold the professional development session off site to break the monotony and provide a change of scenery which has been shown to also increase morale, productivity and creativity. Also once per quarter, a larger scale team builder will be conducted with the staff and may or may not be led by an outside organization. Examples include but are not limited to indoor rock climbing, go-cart racing, paintball, bowling, scavenger hunts, and other on and off-site activities. The Staff Culture Calendar will also include regular random staff appreciation events and activities, staff celebrations, happy hour fellowships, etc. Also on a once per quarter schedule, staff and scholars alike will enjoy a “mental health day”- a day off of work and school for rejuvenation and restoration- to offset the stressors associated with the vocation.

To ensure that cultural expectations are being effectively driven and executed, IAA administration will establish a system for evaluating and “taking the pulse” of the school culture on a daily basis. An aggressive schedule of classroom observations is used and maintained to achieve this end. These observations are designed to ensure that staff and scholar expectations, as relatable to classroom management, instructional techniques, and environment are being met daily and so that culture challenges and changes can be made in the moment and before they grow into larger concerns. Guidelines to such an observation are as follows:

1. The observer will begin by choosing a teacher to observe.
2. The observer should spend approximately 5-15 minutes observing the class.
3. When using the rubric, the observer must begin by identifying the teacher he/she is observing.
4. Next, the observer should identify the day of the week and the time of day the observation is taking place.
5. After that, the observer should observe the class for each of the elements articulated in the rubric.
  - a. Teaching and Learning
  - b. Teacher to Scholar Interactions
  - c. Scholar Engagement
  - d. Giving Directions
  - e. Discipline
  - f. Uniform Compliance

## g. Classroom Signage and Scholar Work

6. As the observer observes each of the elements, he/she should score the element at the appropriate level of the rubric (4, 3, 2 or 1).
7. If available, the observer should upload his/her scores (in each category) to the observation tracker.
8. Finally, after each observation, the observer should use the data collected in the observation and stored in the observation tracker to debrief (in person) with the teacher he/she observed. This conversation should provide the teacher a brief snapshot of the observation and one or two areas of improvement for the teacher.
9. The data is shared with teachers in a variety of ways, including but not limited to, e-mail, individually, charts in teacher's lounge and/or during professional development sessions.

Lastly, three times a year, an anonymous survey will be provided to staff to have an accurate pulse on teacher morale and satisfaction. Once collected, administration when then address the findings accordingly.

## Family and Community Culture

Community and family investment are a key factor of IAA culture in general. Research suggests that the more the family and community are involved and invested in the learning institution, the greater the achievement and outcomes for the children therein. As a result, IAA aspires to create a powerful partnership and positive synergy with the community partners and especially the family unit. A unique atmosphere of parent and community collaboration is intentionally encouraged and created. Every parent will be required to read and sign the parent-scholar handbook which will detail the school vision, mission, expectations, as well as other general information and desired outcomes. Parents are encouraged to provide 20 hours of service to the school in some capacity over the course of the year. Parents can serve as their skill sets and schedules allow. Parent service may include but is not limited to the following:

- Classroom/academic support
- Administrative/clerical support
- Grading homework
- Assisting at extra-curricular events
- Hallway monitoring
- Chaperoning
- Recess duty support
- Lunch duty support
- Breakfast duty support
- Saturday school support
- Tutoring
- Story time guest
- Community meeting key note address

Trust is paramount to any quality relationship and is built and reinforced at Ignite through increasing levels of communication and opportunities for engagement. In addition to daily behavior trackers, time appropriate mass blasts (email, text, and robo-calls), a family check-in schedule for teachers, social media updates (Facebook, Twitter, Instagram, Tumblr), etc., parents, families and community members will be invited to special events that welcome stakeholders to be a part of the learning environment as well as to learn about different aspects of the school operation. For instance, Academic Learning Parties are held 4 times a year to strengthen the "Home-to-School" connection between families and the IAA staff.

Learning Parties are held after school and all IAA scholars and families are invited to Learning Parties by invitation and are reminded about the upcoming event through promotion flyers, the above mentioned means of communication, and end of day reminder announcements. Teachers are encouraged to attend at least one Learning Party throughout the year. During the Learning Party, refreshments are provided, as well as raffle items such as academic games, activity books, supplies, homework passes, principal for a day passes, lunch with the principal/teacher coupons, school T-shirts, etc. Scholars will also receive materials to create a make and take activity centered around the particular academic topic being covered that evening. Scholars perform some element of the community meeting, cohort chant, or school creed to impress upon the parents the culture being created, pride in school, and the training and development of scholars at IAA.

Similarly, a Parent University is also offered to engage families and extended stakeholders once per quarter. The purpose of the Parent University is to provide support and information on the school processes, protocols, and procedures, in addition to providing knowledge to the families on how to understand and reinforce the following:

- School vision & mission
- Progress reports
- Assessment results
- Home learning strategies and support
- Testing schedules
- Behavior policies
- School culture

Parent University topics include but are not limited to the above. IAA leadership and staff believe that community engagement and the school process is a partnership. Parents are polled leading up to the Parent University and once the results are interpreted, relevant concerns and items of which parents would like clarity are added to the agenda and discussed at the event. Again, light refreshments are provided for the community in attendance. Staff members are encouraged to sign up to serve during at least one of the four Parent Universities. Service for staff could include serving and seating parents, passing out materials, and/or supervising scholars in the computer/brain lab. Parent University is a powerful way to keep families informed and invested in Ignite school processes.

At IAA, we are committed to academic outcomes for children. In addition to those outcomes, we are committed to outcomes for our families and extended community. As eluded to previously, leverage is created through community investment. IAA seeks to establish and strengthen community partnerships that will not only assist the achievement of our scholars, but for our families as well. Therefore, we are pleased to provide information, connections, and workshops by our community partners that will serve in the capacity of wrap-around services for the family unit. Much of this information will be housed in a central location in the school building- the Parent Resource Center. In the Parent Resource Center, parents are welcome to come during school hours. The resource room will provide the following for families:

- Resource community center information
  - ❖ Public Library
  - ❖ Local Churches
  - ❖ Neighborhood & Community Centers
  - ❖ Service Organizations
  - ❖ previous information from Parent Universities
  - ❖ information and documents on productive home learning strategies
  - ❖ computer and internet access
  - ❖ after school, summer school, before school resource information
  - ❖ job information
  - ❖ hotline information
- Food bank

- Adult educational resources
  - ❖ GED info
  - ❖ College info
- Healthy lifestyle information

In addition, a place for anonymous support/suggestion will be provided for families to express their opinions, concerns, supports, and appreciation. The school secretary will regularly collect and organize the data within the “suggestion box” and administration will then act accordingly based on the content and context. As is the case with staff, the parental pulse will be gauged in the form of anonymous surveys three times per year to determine parental satisfaction. These data will be organized and compiled with an according action plan to follow. Results may be shared with parents in 3 ways:

1. Hard copies sent home in scholar’s book bag
2. Results posted in Parent Resource Room
3. Results shared at Parent Universities

Additional intentional opportunities for community engagement include but are not limited to the following events

- Bootcamps
  - ❖ Kindergarten Bootcamp serves to onboard and get kindergarteners acclimated to the school environment and teachers before their first day. It is also an opportunity for staff to get baseline data which helps creating classroom rosters.
  - ❖ Academic Bootcamp serves as an opportunity for parents and community members to assist scholars during a series of Saturday school preparatory sessions.
- Ice-Cream Socials are opportunities for the community to fellowship, meet and greet staff, and receive gifts (school supplies, academic materials, etc.).
- Back to School Night serves as an opportunity for the parents and community to fellowship, meet and greet staff, and receive gifts (school supplies, academic materials, etc.).
- Parent Teacher Conferences serve as an opportunity for parents and the other members of a scholar’s “success team” to communicate with staff about the scholar’s progress.
- Literacy Fiesta is an event where scholars and the community are invited to the school for an afternoon of academic fun and games.
- Musicals and art shows bring out the community to celebrate the scholars’ skill development around the performing and creative arts.

## Discipline

The discipline philosophy of IAA is one of a proactive model as opposed to a reactive approach and is a subject of ongoing research and development. Expectations are provided to the families in the Scholar/Family Handbook, and the Scholar Code of Morals & Conduct must be signed before the scholar is admitted to attend. The handbook will thoroughly outline all infractions and their developmentally appropriate and considerate consequences. As scholars are taught expectations for what is and is not considered appropriate and acceptable behavior, these concepts are modeled and reinforced throughout the day at the Meeting of the Minds assembly and throughout classrooms. All teachers must utilize the same classroom rules. These rules, recited daily as a group, are as follows and adopted from Chris Biffle’s Whole Brain Teaching: Follow directions quickly; raise your hand for permission to speak; raise your hand for permission to leave your seat; and make smart choices. Scholars are also coached on how to self-regulate and bypass the emotional filter in the brain- the amygdala. Scholars are regularly instructed how to stay cool, calm and collected by “breathing first, thinking about it, and doing the right thing.”

According to the Mindfulness in Schools Project, research suggests that mindfulness may provide young people with a valuable life skill by supporting them in number of areas: to feel calmer and more fulfilled; to get on better

with others; to concentrate and learn; to manage stress and anxiety. As a result, and as a preventative and proactive measure, building a culture of mindfulness and scholars' capacity to properly meditate is a foundational element of Ignite Achievement Academy. Scholars will therefore preemptively learn how to dissipate anger and other potentially harmful and nonproductive emotions that often lead to impulsivity and/or poor decision making.

Elements of the restorative justice methodology—a program based on responsibility, relationship cultivation, mutual respect, and understanding—will be adopted and adapted to create a unique discipline system at IAA. The IAA staff will also be developed along these lines in order to provide a community of responsibility as well as a desire to focus on understanding the source of behaviors as opposed to acting punitively for each infraction. In this way, scholars have the opportunity to reflect and revisit their choices; connect the behavior with the consequence and impact on self and community; repair and reconciliation. In addition, all teachers utilize a discipline color chart to track behavior of scholars

Detailed descriptions of the IAA discipline philosophy, policy and rights of stakeholders are outlined in the Scholar/Family Handbook and Scholar Code of Morals and Conduct. Any scholar accused may provide testimony and is provided an opportunity for due process and diligence. Once administration has conducted interviews and investigation, the proper disciplinary action will result. Depending on the severity of the infraction, a range of consequences from a phone call home to some form of restorative justice, may be employed. All infractions that warrant a scholar being sent out of the instructional setting will be logged and will warrant a communication with parents/guardians. Parent preferences will be updated from the above handbook and will determine the likely communication medium. Infractions requiring a form of suspension or longer term removal from the educational setting will always be accompanied by a letter of notice and/or phone call home. Any violation of the law will result in the involvement of local authorities. IAA is dedicated to supporting the national concern of keeping scholars in school and reducing suspension rates especially within the Black male demographic.

## **F. Special Student Populations**

### **Response to Instruction**

Since we anticipate scholars performing at a broad array of academic levels, we will be strategic about addressing this diversity. Our Response to Instruction process will draw on our collective teamwork and utilize a 3-Tiered approach to the identification and scaffolding support of scholars that have academic and/or behavioral challenges or require additional supports to challenge advanced scholars. Tier 1 interventions will be introduced to all scholars in the form of high-quality, culturally relevant instruction provided by qualified personnel on a daily basis. In addition, all scholars will be introduced to mindfulness techniques and strategies that are research-based that proactively address the socio-emotional needs of scholars. Those scholars who are identified “at risk,” through assessment, anecdotal data or classroom performance are moved to Tier 2. Supplementary research-based interventions provided in small-group settings in addition to the general curriculum may be implemented for scholars with academic, organizational and behavioral concerns. Scholars who are identified as the underperforming in English Language Arts or Mathematics in each class will receive targeted instruction during elective time at the Math and Literacy Labs. This is an opportunity for scholars to get extra assistance on identified skills that are of particular difficulty. This block of targeted instruction is delivered in small groups, progress monitored and highly data driven. Experienced, high-performing teachers in these subjects will be charged with developing engaging lessons that ensure scholar mastery. Scholars who are identified as gifted, or ready for additional rigor, will be provided with opportunities to further accelerate learning through personalized instruction on computer programs such as Achieve 3000 and Khan Academy, as well as through Small Group instruction time with their teacher. During Large-Group time, these scholars may be assigned additional questions to research that expand the scope of a particular project, or provided additional time in the Brain Lab to practice enriching brain exercises such as, mental puzzles and image streaming.

On a bi-weekly basis, progress monitoring of research-based interventions will occur with the co-leadership, a rotating representative of each grade level team, discipline dean, instructional coach, social worker/counselor,



special education teacher, and ESL teacher (if applicable). This will allow all stakeholders to address the aforementioned concerns early in the process as well as to have continual observation and deliberate forward planning. If in the event these tiered interventions fail to show scholar improvement, the scholar will be referred to a Multidisciplinary Team comprised of Special Education teacher, co-leadership, and school psychologist; the data collected will be shared to determine additional supports or if an evaluation may be needed.

### **Special Education**

Ignite Achievement Academy is dedicated to serving and providing all scholars with a high quality education. It is the responsibility of the Co-Heads and Director of Special Education to ensure the Individuals with Disabilities Education Act (IDEA) and all Special Education Rules outlined in Article 7 will be followed with fidelity. It is imperative that the Special Education team and administration adhere to state and federal compliance mandates and systematize to accurately store and maintain files through Indiana IEP, in addition to developing operating procedures for monthly reporting, Child Find, Medicaid Reimbursements and audits. The Special Education team alongside administration, will be charged with guaranteeing all move-in and annual case conference reviews are held in accordance with the timeline outlined in Article 7. Section 504 Plans and IEPs of newly enrolled scholars will be examined to determine what services the scholars require, and to create a plan of action for IAA to meet these needs. If additional resources are needed beyond those that IAA currently offers, IAA will seek outside providers to ensure the school can provide the full continuum of services needed.

Additionally, we are aware of the over-identification of Black males and are taking a proactive approach to ensuring that only scholars that have been thoroughly vetted enter the Special Education program. Details of our approach include incorporating mindfulness training, multi-sensory instructional practices, and delivery of the curriculum from a non-European perspective. Together, this detail will help scholars rewire faulty neuronal circuitry, increase confidence, help them access and engage more of their brain during the learning process, and develop a sense of pride and connection with the learning material.

To be sure, IAA desires to support a full spectrum of services to meet the needs of its scholars and recognizes that there are providers that offer areas of specialty. Ignite will contract out for several services such as: Speech and Language, Occupational Therapy and Mental Health. These outside services will be overseen by the Co-Heads and Director of Special Education.

Special Education staff will be expected to monitor and adhere to all respective timelines outlined in Article 7 and communicate weekly with the administrative team to ensure progress is being made on all educational goals. Ignite will also provide a space for needed services outside of the classroom. IAA anticipates that scholars with disabilities will need to be supported by the Special Education staff through both inclusion and resource services; however, the goal is to ensure scholars receive instruction in the least restrictive environment for the maximum period of time for this population as determined by their Individualized Education Plans.

Because general education teachers will share common planning time with Special Education staff members embedded into the weekly schedule, Special Education teachers and paraprofessionals will be available to support the classroom teacher in regard to planning, data analysis and providing the necessary accommodations and modifications required to address the needs of each individual scholar. Each quarter along with the report card, the Teacher of Record (TOR) will also be required to send home Progress Monitoring Data for the parent to sign off on, and log on going communication in the form of face-to-face meetings, phone contact, text messages and notes home. The SpEd Team will also be required to collaborate with the Data and Testing Coordinator and Instructional Coach to ensure proper testing and instructional accommodations are given and followed through with fidelity.

### **English as a Second Language**

At IAA, English Language Learners will be identified through a Home Language Survey that is given upon enrollment. The previous year's WIDA assessment will be used to identify a scholar's level of English Language Proficiency. Scholars new to Indiana will be screened to determine their given level of English Language



Proficiency. Once a level is determined, ESL Teachers will be charged with developing and executing appropriate Individualized Learning Plans (ILPs) to meet the specific language needs of each respective scholar. IAA administration will partner with the ESL staff and potential community alliances such as La Plaza, to make every effort to communicate information to families in their native language. In addition, IAA staff will be intentional about ensuring culturally relevant teaching materials reflect the diversity of our student population and families.

Individualized Learning plans will be shared with the general education teachers and families. These plans embed explicit supports and scaffolds to assist the scholar, as they acquire the English language. Based on these levels of language acquisition, scholars will be clustered into respective cohorts. The ESL teacher will push-in to classrooms and co-teach to provide additional supports to mainstream instruction. This instruction will focus on the areas of reading, writing, comprehension, listening and speaking and will be aligned to Indiana's English Language Arts standards. In addition, scholars may be pulled out in small group settings to scaffold for newcomers with beginning levels of English proficiency.

Ignite's ESL teachers will collaborate with the Director of Assessments to provide necessary testing accommodations such as read aloud, extended time, etc., when applicable. ESL teachers will also be charged with giving the annual WIDA assessment. Much like the SpEd staff, the ESL staff will participate in weekly PLCs and may additionally be asked to create and develop professional development workshops that assist teachers and families. In the event Title III funding is awarded, it will be utilized to solely benefit language instruction for Limited English Proficient and Immigrant scholars.

### III. Organizational Viability and Effectiveness

#### A. Enrollment/Demand

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	Year Seven
Kinder	72	72	72	72	72	72	72
1 <sup>st</sup>	72	72	72	72	72	72	72
2 <sup>nd</sup>	72	72	72	72	72	72	72
3 <sup>rd</sup>	72	72	72	72	72	72	72
4 <sup>th</sup>		72	72	72	72	72	72
5 <sup>th</sup>			72	72	72	72	72
6 <sup>th</sup>				72	72	72	72
Total	288	360	432	504	504	504	504

#### Rationale for School Size

In order for Ignite Achievement Academy to successfully replicate aspects of the Greenfield School Model, in particular Self-Directed and Accelerated Learning, it is imperative to establish an extremely strong culture. This culture is founded on systems, routines and scholar ownership. By starting out with grades kindergarten through third and adding a grade-level each year, the staff can devote its time ensuring the model runs efficiently and that all stake-holders are bought into the school's mission and vision. Class sizes will not exceed 24 scholars to ensure scholars receive the individualized attention they need and the Self-Directed and Small Group Learning can be monitored and carried out effectively. Although a slow-start would be ideal, Ignite is committed to being flexible with grade levels and enrollment in order to meet the needs in Indianapolis Public Schools and the community at large. In the event Ignite has the opportunity to restart a school serving scholars in grades K-6, strategic staggered start dates will be implemented to ensure school culture remains at the forefront.

#### Demand for School

The Co-Heads of school administered a survey given to parents and members of the community to assess the demand for Ignite Achievement Academy. This survey consisted of eight questions aligned to the 4 pillars of Ignite's proposed school model- Acceleration, Habits of Success, Enrichment and Community Involvement.

For questions 1-8, respondents were provided with a statement and asked to respond utilizing a Likert Scale ranging from 1) Not at all important to 5) Very important. For questions 9-10, a yes or no response was required and for question 11, a 1-2 sentence optional response was encouraged. To reference survey and quantitative and qualitative responses in entirety, please **[SEE ATTACHMENT 13]**.

The participants selected to provide feedback were parents of elementary school-aged children in Indianapolis. The survey was offered on-line, in addition to paper-pencil in both English and Spanish. The Co-Heads of School were intentional about ensuring the survey reached a variety of demographics throughout the city. Based on the results of this survey, 100% of the 45 respondent stated there was a need for this type of school in Indianapolis and that they would send their child to this school. In addition, all Likert scale responses to the eight questions pertaining to the 4 pillars received response rate averages of 4.5 or higher out of 5.

The needs expressed in the survey will assist in ensuring strong outcomes and investment are delivered that have lasting impressions on the scholars and the community at large. Ignite also plans to conduct in person interviews with potential families. Additional dialogue with these stakeholders will provide evaluation of interest in the school's neuroscience model and proposed location. It will also assist with connecting and building a rapport with people who show a vested interest in the school. Reaching out to the public and building these connections will help to establish the demand to educate scholars within the proposed location.

### **Recruitment**

Ignite Achievement Academy will most likely be occupying the space of an existing Indianapolis Public School building, so it is probable that a vast majority of scholars enrolled will attend because it is the school that is closest in proximity to their residence. However, due to the fact that Ignite is operating as a public charter, any Indiana scholar is permitted and encouraged to attend. The leaders of Ignite plan to canvas the surrounding community to recruit scholars through face to face interaction with prospective families. They will reach out to potential community partners to speak at churches, local businesses, community centers and day-care providers. Once the building is accessible, the staff will hold open houses showcasing the unique aspects of Ignite's model and community days to build a strong rapport and develop relationships leading up to the school's opening. It is also imperative that immediately following the determination of the location, the school advertise via social media and through its website.

In past experience, families have been drawn to and expressed appreciation for the co-leadership model. The School Heads strongly believe in the notion of side-by-side leadership and feel that by sharing the responsibility of the principalship and organizational head, they are setting a precedent for all stakeholders in the school community to follow. By demonstrating that different genders, ethnicities and backgrounds can come together for the sake of a common goal, they are exhibiting 21<sup>st</sup> Century skills of communication, cooperation and ultimately, strengths-based camaraderie. They strongly feel the collective talents of all are essential in launching and sustaining a prosperous Innovation school model. They believe that this is a strong selling point for their school, as past families were very much invested in this team style approach. In addition, the focus on neuroscience, accelerated academics, martial arts infusion and project-based learning are aspects that are innovative and unique to this particular education model.

### **Enrollment Process**

The school's admissions practices will comply with State law and applicable Federal laws, including Part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including but not limited to: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990.

Enrollment in the school will be open to all students. As a public charter school, admission will not be limited on the basis of intellectual ability, athletic ability, disability, race, creed, national origin, religion, ancestry, or any other criteria that would be unlawful.

As per IC 20-24-5-5, the school will enroll any eligible student who submits a timely enrollment application except when the number of applications for a grade level exceeds capacity. If the school receives a greater number of applications than there are spaces for students, each timely applicant will be given an equal chance of admission via a lottery process.

For a designated period of two weeks, IAA will hold an "open enrollment term." In order to accommodate the diversity and needs of families within the community being served, IAA's open enrollment term will include designated evening and weekend times. IAA will provide notice of the open enrollment term through the following media:

- Direct and electronic mailing of the open enrollment term with an application to any and all families that inquire about IAA.
- A written notice detailing the open enrollment term and process will be posted the school facility and other local community and service institutions in proximity to the IAA facility.
- Written notice of the open enrollment term and process will be placed in local newspapers, school website and social media.

## **B. Human Capital**

Ignite Achievement Academy is committed to hiring high quality teachers who are mission aligned to the organization. In order to ensure our instructors are an ideal fit for our school, the Interview Team will be rating staff on five hiring competencies:

### **Educational Philosophy:**

- Believes in the core values of the organization: Teamwork, Collaboration and Growth Mindset.
- Believes in attention to detail and following through with even the most nominal of expectations.
- Believes in providing scholars with a rigorous elementary school curriculum that will prepare students for success in middle school and ultimately high school, college and the work force.

### **Instructional Proficiency:**

- Licensed in the content area/grade level he/she will be teaching and holds the appropriate endorsements. Candidates preferably have additional experience/expertise in Special Education, English as a Second Language, Reading Specialist or comes from a reputable teacher preparation/ training program.
- Able to create/develop/and launch engaging lessons using the Backward Design Methodology.
- Able to differentiate instruction on a variety of levels to meet the needs of all learners. Can provide examples of effective and differentiated forms of assessment that tie into the various intelligences.

### **Cultural Competency:**

- High expectations for ALL students regardless of race, ethnicity, socio-economic background or language barrier. Trained in or willing to be trained in and implement culturally relevant pedagogy such as Whole Brain and Taxonomy methodologies. Is able to provide and demonstrate examples of a culturally relevant lesson.
- Conveys ideas and information clearly to students and families so that all stake-holders are on the "same page."

## Data Proficiency:

- Integrates Research-Based Pedagogy to increase student achievement; Is a risk-taker who is willing to try new and innovative approaches to teaching in addition to effective practices that has been implemented for years.
- Is results oriented; can provide documentation/give specific examples of success based on previous accomplishments. Is able to analyze, understand and organize data to drive instruction.
- Embraces challenge and is open to developing various approaches to achieving effective outcomes/high growth for all ability levels.

## Community Engagement:

- Able to respectfully and effectively communicate with parents and surrounding community while maintaining necessary position.
- Willing to develop and maintain positive rapport with families and community members that extends beyond contract hours. Eager to participate/lead extra-curriculars such as clubs, athletics, community service etc.
- Is motivated and open to developing and initiating interactions/events to build on community investment of the school's mission.

Ignite's leadership team will ultimately determine whether or not the candidate is a good fit to execute the mission and vision of the school. However, ideally, the co-leaders would like to include various team members on its interview panel, once the school is established, to ensure multiple perspectives and skill-sets are considered. Members of the Interview Team will be chosen for a variety of reasons. The Co-Heads of School were selected for their leadership expertise. As building leaders, they are responsible for the success or failure of the academic institution. The Director of Assessment/ Instructional Coach was selected for his/her knowledge of best practices and effective teaching pedagogy. The Business Manager was chosen for his/her organizational and task-oriented mindset. Expert/Lead Teachers were chosen because they are most familiar with the grade level/content. A School Board Member was chosen to represent the community.

## Selection Process

1. **Identifying Teacher Openings-** The Co-Heads of School decide on projected staffing needs based on teacher resignations, terminations, retirements, budget and scholar enrollment. These needs are then conveyed to the Business Manager who immediately begins posting these jobs and their availability to the public.
2. **Post Available Teacher Openings –** The Business Manager is responsible for posting available teacher openings. He/she uses information (developed prior by administration) to convey the job description, responsibilities, requirements and access to on-line resume.
3. **Communicating with Teacher Applicants-** The Business Manager is responsible for all communication with the candidate until hiring is finalized. He/she answers questions about interview process, schedules interviews/teaching observations and new teacher orientation. He/She is also responsible for sending out communication to potential candidates that were not hired. These letters/e-mails need to be professional and show appreciation for taking an interest in our school.
4. **Reviewing Teacher Applications-** The Co-Heads of School share responsibility in reviewing teacher applications/resumes. They are looking for several indicators of success- job stability, licensure in the content area candidate is applying for, experience teaching the content applying for/training from a reputable teaching preparation program, awards/accolades, etc.
5. **Reference Checks-** After applications/resumes are reviewed and potential candidates are identified by administration, the Business Manager calls and checks on references. All candidates with legitimate

references move on to the next phase of the hiring process. \*\* If there are any red flags on reference checks, the Business Manager notifies administration immediately and the co-leadership team decides on a case-by-case basis if they want to proceed further.

6. **Phone Interview/Screening-** Once selected candidates have passed the reference check, one of the Co-Heads of School calls potential hires and interviews them over the phone for 15-20 minutes. The focus of the interview revolves around prior experience and the content provided by the candidate on his/her application. This is an opportunity to clarify information on the resume, test the candidate's communication skills, and determine the level of interest the potential teacher has.
7. **Interviewing Teacher Applicants -** Once a successful phone interview has been conducted, a formal interview occurs. Co-Heads of School, Director of Assessment/Instructional Coach, Board Member and a Lead Teacher (familiar with content area/grade level applicant is interviewing for) make up the panel. The interview team uses a previously developed questionnaire created by administration as well as a rubric to score potential candidates responses. The interview lasts a total of approximately 60 minutes. After interview is over, candidates are asked to complete a writing prompt that has to do with a school scenario. The writing prompt is scored by all members of the panel with a rubric to assess the candidate's ability to think quickly on his/her feet and communicate effectively using the written word.
8. **Observation of a Lesson Taught-** Those meeting the criteria of the Face-to-Face Interview and Writing Prompt will move on to the portion of the interview where he/she is asked to teach a 30-minute lesson. Prior to the lesson, candidates will be given the number of students, standard being asked to address and grade level he/she will be working with. He/she will be expected to come prepared to teach and also submit a written lesson plan.
9. **Hiring-** Once a hire is decided upon (based on successful results of previous phases in the hiring plan), the Co-Heads of School contact the School Board for Approval. Once approval is met, the Co-Heads of School call the candidate to congratulate him/her and makes an offer. They are then directed to the Business Manager who will take care of all hiring formalities. Hires not selected are sent out rejection letters that convey appreciation for their time and interest in the school.
10. **New Teacher Orientation-** Co-Principals, Director of Assessment/Instructional Coach, Discipline Dean, and Lead Teachers will be responsible for carrying out a three-week teacher orientation for all new hires. During this orientation core values, mission, school rules, cultural expectations, academic expectations, school-wide systems and procedures will be reviewed by Co-Principals. Other HR business such as insurance, tax forms, contracts, etc. will be led by the Business Manager. Instructional Coach and Lead teachers will be responsible for helping new hires prepare for the first month of school. They will assist with classroom systems and implementation of expected school-wide pedagogy.

## Timeline for Hiring

- Timeline dates were developed based on a beginning of school year time frame; on-going hires would follow an alternate timeline with tasks and responsibilities remaining the same.

Time Frame	Task	Person(s) Responsible
November-December	Utilize recruitment plan to identify and engage educational network organizations with access to viable teacher candidate pools (local universities and colleges,	Co-Heads of School

## IGNITE ACHIEVEMENT ACADEMY FULL APPLICATION FALL 2017

	HBCUs, Indianapolis Teaching Fellows, Teach for America, The New Teacher Project, etc.).	
January -May	Identifying teacher openings. Institute phase of marketing branding campaign: Canvassing community, social media, website launch, press kit, posting of job openings, etc.	Co-Heads of School
January- May	Posting available teacher openings via internet, newspaper, social media etc.	Business Manager
On-going	Communicating with teacher applicants at various stages	Business Manager
January- May until vacancies are filled (End of July)	Reviewing teacher applications	Co-Principals
March- May until vacancies are filled (End of July)	Reference Checks	Business Manager
March- May until vacancies are filled (End of July)	Phone Interviews/Screening	Co-Heads of School
March- May until vacancies are filled (End of July)	Interviewing teacher applicants (includes traditional interview with a panel and writing to a prompt)	Co-Heads of School, Director of Assessment/Instructional Coach, Lead Teacher, Business Manager, Board Member
March- May until vacancies are filled (End of July)	Observation of a lesson taught	Co-Heads of School/Director of Assessments/Instructional Coach
March- May until vacancies are filled (End of July)	Hiring	Co-Heads of School and School Board
3 weeks July/August	New Teacher Orientation	Co-Heads of School, Director of Assessment/Instructional Coach, Discipline Dean, Director of SpEd/Compliance, ESL Teacher and Business Manager

### Evaluation System and Professional Development

The Co-Heads of School believe staff effectiveness is crucial to achieve the desired outcomes of their proposed model. In order to evaluate teachers and staff members in a fashion that supports the school's mission and education model, on-going professional development is going to be imperative. So that IAA is constantly in the forefront of brain-based research and pedagogy, the neuroscience aspect of professional development has to be spiraled into weekly professional development. Currently, the Ignite Leadership Team is working with some of the most prominent experts in neuroscience to develop a brain-based curriculum for our teachers that includes strategies and best practices that will be introduced, practiced and followed up on in classrooms during

instructional delivery. In addition, strategic training and development of staff will be aligned to academic goals to secure the desired accelerated outcomes needed to grow our scholars. These include but are not limited to Project-Based Learning, Mindfulness, Habits of Success, etc. On-going data dives and further academic and cultural supports based on weekly classroom observations will be visited to ensure all staff members are on track to meet school-wide goals. On-going data dives will be spiraled in throughout the school year, so that instruction can be tailored to meet the specific learning needs of each scholar. Teachers will be trained to disaggregate data, unpack standards and create targeted plans of action to remediate and accelerate scholars after each unit and benchmark assessment. Teachers will then be expected to apply their plan of action into their lesson planning. This planning will be transferred over to instructional delivery, which will be consistently developed through a bi-weekly observation and feedback cycle. During this cycle, administration will provide two key levers for the teacher to practice and work on in preparation for the following observation. The Co-Heads of School, Director of Assessments/Instructional Coach and Lead Teachers will all be responsible for modeling exemplar lessons and providing coverage to classrooms, so that teachers have the opportunity to observe one another to gain instructional ideas and also provide feedback and support to one another. Ignite will also unify with the leading experts in the community, such as August Mann, to train teachers on best practices in culturally relevant pedagogy and equity initiatives. Furthermore, a pre-planned Summer professional development lasting several weeks will provide Ignite teachers with an overview of the school-year and practice implementing school-wide systems, cultural and academic expectations.

During Summer Institute, teachers will be introduced to a Professional Growth Plan (PGP). This plan is not only intended as a tool to determine the effectiveness of an educator, but to also promote and groom teachers from within to take on additional leadership roles and responsibilities. The components of the Professional Growth Plan will include Educational Philosophy, Instructional Proficiency, Cultural Competency, Data Proficiency, Community Engagement and Professionalism. Teachers will be required to set measurable goals based on these sections that will highlight key strengths as well as areas of improvement. Multiple times throughout the year, the school leaders will meet with the teacher to discuss the progress on each of these goals. In addition, bi-weekly non-evaluative feedback and practice will occur to support the development of Ignite Achievement Academy's teachers. At the end of the year, teachers will be asked to rate themselves on a Likert scale of 1-4 (1 Not Effective-4 Highly Effective) and support their rationale with anecdotal evidence. The Co-Heads of School will also go through and rate the teacher using the same rubric and hold a conference with the teacher to discuss the results and plan of action moving forward.

## Staff to be Hired

Note- The staff reflected below represent IAA operating at full capacity (proposed year 4), serving grades K-6

Position	Quantity	Job Description
Lead Teacher (One for each grade level, K-6)	7	In addition to fulfilling the duties of a Classroom Teacher, Lead Teachers serve as a liaison between administration and the grade level team. They are responsible for leading professional development, creating and developing unit plans, leading grade level and RTI meetings as well as serving on the School Advisory Council. Work is performed under the supervision of the Co-Heads of School.
Classroom Teachers (Three for Each Grade Level, K-6)	21	Classroom Teachers are responsible for planning, organizing and implementing an appropriate instructional program in an environment that guides and encourages students to develop and achieve their academic potential. They also fulfill supervisory duties such as arrival and dismissal. Work is performed under the supervision of the Co-Heads of School.
Classroom Instructional Assistants	3	Instructional Assistants support the classroom teacher in the area of Reading and Mathematics. They also fulfill supervisory duties such as recess and lunch. Work is performed under the supervision of the Co-Heads of School.



# IGNITE ACHIEVEMENT ACADEMY FULL APPLICATION FALL 2017

Literacy Lab Teacher	1	Literacy Lab Teacher is responsible for planning, organizing and implementing an appropriate instructional program based on best practices in literacy in an environment that guides and encourages students to develop and achieve their academic potential. He/She also fulfills supervisory duties such as arrival and dismissal and may support classroom teachers during Small Group Reading and Math blocks. Work is performed under the supervision of the Co-Heads of School and Title 1 Compliance Monitor.
Math Lab Teacher	1	Math Lab Teacher is responsible for planning, organizing and implementing an appropriate instructional program based on best practices in mathematics in an environment that guides and encourages students to develop and achieve their academic potential. He/She also fulfills supervisory duties such as arrival and dismissal and may support classroom teachers during Small Group Reading and Math blocks. Work is performed under the supervision of the Co-Heads of School and Title 1 Compliance Monitor.
Art Teacher	1	The Art Teacher is responsible for planning, organizing and implementing an appropriate instructional program based on best practices in art in an environment that guides and encourages students to develop and achieve their academic potential. He/She also fulfills supervisory duties such as arrival and dismissal and may support classroom teachers during Small Group Reading and Math blocks. Work is performed under the supervision of the Co-Heads of School.
Music Teacher	1	The Music Teacher is responsible for planning, organizing and implementing an appropriate instructional program based on best practices in music in an environment that guides and encourages students to develop and achieve their academic potential. He/She also fulfills supervisory duties such as arrival and dismissal and may support classroom teachers during Small Group Reading and Math blocks. Work is performed under the supervision of the Co-Heads of School.
Gym Teacher	1	The Gym Teacher is responsible for planning, organizing and implementing an appropriate instructional program based on best practices in Physical Education in an environment that guides and encourages students to develop and achieve their academic potential. He/She also fulfills supervisory duties such as arrival and dismissal and may support classroom teachers during Small Group Reading and Math blocks. Work is performed under the supervision of the Co-Heads of School.
English as a Second Language Teacher*	1	The ESL teacher is responsible for planning, organizing and implementing an appropriate instructional program based on best practices in English Language Acquisition that guides and encourages students to develop and achieve their academic potential. He/she is also responsible for giving the WIDA screener and WIDA annual assessment and creating and ensuring the execution of Individualized Learning Plans. The ESL teacher may work with small groups or co-teach alongside a classroom teacher. Work is performed under the supervision of the Co-Heads of School and Title 1 Compliance Monitor.
English as a Second Language Instructional	TBD based on	Instructional Assistants support the ESL teacher in the area of English Language Acquisition and may serve as additional proctors alongside

# IGNITE ACHIEVEMENT ACADEMY FULL APPLICATION FALL 2017

Assistant	need	the ESL Teacher during high- stakes testing. They also fulfill supervisory duties such as recess and lunch. Work is performed under the supervision of the Co-Heads of School and ESL Teacher.
Special Education Teacher/Title 1 Compliance Coordinator	1	The Special Education Teacher is responsible for planning, organizing and implementing an appropriate instructional program based on a scholar's Individualized Education Plan that guides and encourages students to develop and achieve their academic potential. He/she is also responsible for creating and ensuring the execution of Individualized Educated Plans and meeting the deadlines outlined in Indiana IIEP to reflect compliance with IDEA and Article 7. The Special Education teacher may work with small groups or co-teach alongside a classroom teacher. He/She is also responsible to ensure all Title I, II and III compliance documents, timelines and responsibilities are properly executed and documented within the building. This work is performed under the supervision of the Co-Heads of School.
Special Education Instructional Assistant	TBD based on need	Instructional Assistants support the SpEd teacher in implementing accommodations and modifications in Individualized Education Plans and may serve as additional proctor alongside the SpEd teacher during high-stakes testing. They also fulfill supervisory duties such as recess and lunch. Work is performed under the supervision of the Co-Heads of School and Special Education Coordinator/Teacher of Record.
Discipline Dean	1	The Discipline Dean assists with the development, implementation and evaluation of intervention programs for at-risk scholars. He/She administers disciplinary procedures in accordance with the school and state law. He/She also fulfills supervisory duties such as arrival, dismissal and hallway transitions. Monitors and organizes attendance functions in relation to truancy. Attends IEP meetings in relation to behavior.
Director of Assessments/Instructional Coach	1	The Director of Assessments is responsible for ensuring all Interim, Benchmark and High-Stakes Testing is carried out with fidelity at the building level. He/She also leads on-going professional development in the area of data-driven instruction. The Instructional Coach is responsible for providing on-going curricular, instructional and classroom management support through modeling and sharing of best practices to teachers in an effort to support their professional growth.
Counselor	1	The counselor is charged with delivering mental health programs and services to help all scholars achieve success. He/She may assist with goal setting, decision making, coping strategies, effective social skills, organizational skills, test-taking skills and may also provide individual and small group counseling. The counselor is also responsible for professional development of teachers and parent education and advocacy.
Front Office Secretary	1	The Front Office Secretary is responsible for greeting and directing visitors, responding to inquiries from the school staff, public and other school systems via telephone, fax, e-mail, etc. and providing general clerical support such as record maintenance, operating standard office equipment, and computer software such as PowerSchool or a similar system. The secretary will also be charged with managing substitute teachers.
Business Manager	1	The Business Manager is to account for and record the business

		affairs of the school. The Business Manager will keep the necessary records to facilitate sound fiscal management of Ignite Achievement Academy and will advise the Co-Heads of School and School Board on business affairs. Responsible for oversight of: Food Service, Office Secretary, Transportation, Technology and State Accountability Reports. Oversees payroll and accounts payable functions of staff and assists with additional functions of Human Resources. Must also be strong in record maintenance, operating standard office equipment, and computer software such as PowerSchool or a similar system.
Co-Heads of School	2	The Co-Heads of School are responsible for the daily operations of the building while serving in the capacity of principal and they are also responsible for the daily operations for the school as an operating 501c3 in the capacity of a CEO. They are the Educational Leaders responsible for carrying out the mission and the vision of the school. In addition, they are responsible for academic achievement, building relationships, hiring and retaining high-quality staff, managing daily operations, providing and executing a school-wide safety plan, makes final decisions regarding discipline and scholar retention, attending and participating in all Board Meetings, leading professional development, managing facilities and operations, preparing budgets and ensuring finances are in good standing, identifying and cultivating prospective donors, conducting written evaluations for staff, ensuring federal and state compliance, and oversight of all staff and scholars.

## Compensation Structure

Ignite Achievement Academy will offer competitive pay, with annual pay increases and performance incentives. IAA acknowledges that high performing teachers consistently devote a great deal of their time and energy into ensuring the success of their scholars. It is Ignite's belief that hard work that leads to strong outcomes should be rewarded. Performance incentives in the form of a stipend will be given based on effective and highly effective overall ratings on the Professional Growth Plan at the end of the school year. In addition, IAA will offer the following benefits to all full time employees: Health Insurance, Dental Insurance, Vision Insurance, Life Insurance, Disability Insurance, 403(b)/401(k) Retirement Plan, Accidental Death and Dismemberment Insurance, Workman's Compensation Insurance and Unemployment Insurance. In addition, employees will receive an allotted amount of paid personal days as well as paid holidays off.

## Special Education Staff

It is imperative that Ignite Achievement Academy follow all federal and state guidelines outlined in Article 7 and IDEA. IAA is committed to hiring highly qualified Special Education staff that hold the appropriate licensure and endorsements. In addition to credentials, all Special Education staff will be encouraged to attend professional development through the Indiana IEP Resource Center. In the event staff is unable to leave the campus, Ignite Administration will be proactive in reaching out to the Indiana IEP Resource Center to bring professional development to its Special Education and if applicable, General Education staff.

In addition to handling all compliance paperwork and case conference meetings, it is the Teacher of Record's (TOR) responsibility to uphold accommodations/modifications and to track progress toward the specific goals within the Individualized Education Plan. Since support will be provided in the Least Restrictive environment, it is crucial that the Special Education teacher is able to communicate effectively with other staff members. It will be an expectation at Ignite that inclusion is the preferred model when possible. The TOR is strongly encouraged to co-teach and is expected to follow-up weekly with classroom teachers to ensure lessons and assessments are properly

accommodated. The Teacher of Record will also be leveraged to provide supports to the General Education staff through modeling and on-going best practice shares.

Ignite will start out with one Special Education teacher, but in the event numbers reflect additional supports, a Special Education instructional assistant or additional Special Education teacher may need to be hired. Staffing will be determined based on the required IEP minutes and accommodations/modifications needed to best support the scholar and uphold the requirements of the law.

## C. Governance and Management

The Co-Heads of School are both qualified to launch a network of schools in Indianapolis. Not only do they each possess the education and the experience individually to effectively operate a school, but their collective experience is a compelling benefit that speaks to their combined competency. Each Head of School has inspired a loyal following of supporters due to their successful work in the field which is only magnified when considering their collective legacy in a short period of co-leadership together. As it stands, the two have a rich history of development and leadership at a high performing charter school network. Additionally, they are both models of continual education as they are, at the time of this proposal, Doctoral Candidates in Educational Leadership at Indiana State University- a higher learning institution heralded for its School of Education. Moreover, each of the leaders possesses an experience and skillset that complements the Co-Leadership model; Brooke Beavers has a wealth of school operation, curricular, and instructional knowledge, whereas as Shy-Quon Ely is strong with school culture as well as a Master of Business Administration- he has seen success utilizing an authentic skillset to engage the community via supplemental academic, fitness, and social programming. In addition to a track record of success of leading a high quality charter school already in urban Indianapolis, the pair are also recipients of The Mind Trust's Innovation School Fellowship and will have the time, space and autonomy to build on their previous work through planning, research and development opportunities within the fellowship. The following chart highlights the Co-leadership's qualifications:

	Brooke Beavers	Shy-Quon Ely II
Qualifications	<p>15 years in education at multiple levels of service and leadership</p> <p>Taught 1<sup>st</sup>, 3<sup>rd</sup>, 6<sup>th</sup> and ESL</p> <p>Inaugural Admin of top performing charter school</p> <p>Teacher of The Year Award Recipient at top performing charter school</p> <p>Inaugural co-leader of high performing elementary school</p> <p>Holds a valid, Indiana State Administrator's License</p> <p>Master's Degree in Teaching</p> <p>Doctoral Candidate in Educational Leadership</p> <p>The Mind Trust Innovation Fellow</p>	<p>Over a decade of community development experience</p> <p>Inaugural staff member of high performing charter school</p> <p>Inaugural co-leader of high performing elementary school</p> <p>Master of Business Administration</p> <p>Founder and former CEO of FusiK MusIQ Academic Services</p> <p>Holds a valid, Indiana State Administrator's License</p> <p>Doctoral Candidate in Educational Leadership</p> <p>The Mind Trust Innovation Fellow</p>

# IGNITE ACHIEVEMENT ACADEMY FULL APPLICATION FALL 2017

For the Organizational Structure refer to ATTACHMENT 14

Name	Relevant experience/qualifications/affiliations	Proposed Role(s)
Rod Haywood	<p><b>Experience:</b> Higher educational instructor for more than 15 years with experience in higher education administration, not for profit organizations (creation, maintenance and compliance). Has served as Executive Director for Kaleidoscope Indy and Horizons at St. Richards Academic Summer Program.</p> <p><b>Expertise &amp; Reason Chosen:</b> Law, Finance, Programming, and Communications</p>	Chair
Dr. Lindan Hill	<p><b>Experience:</b> 15 years to present in higher education at Marian University: Director of Teacher Education, Dean of School of Education, Director of Leadership Academy, Assistant Provost for Graduate Studies Administration, Interim Associate for Academic Quality. 7 years as member of Mayor's Charter School Board, City of Indianapolis.</p> <p><b>Expertise &amp; Reason Chosen:</b> Leadership, Governance, Innovation, Fundraising, Curriculum, Instruction, Assessment, Student learning outcomes, Statistical analysis.</p>	Board Member
Dr. Judy Bardonner	<p><b>Experience:</b> Community Engagement at Marian University's Center for Community Learning, Supplemental Program Director, Educator, Mentor, Educational Leadership, Director</p> <p><b>Expertise &amp; Reason Chosen:</b> Advocating, Mentoring and Community Relations &amp; Engagement, Supplemental Programming</p>	Co-Secretary
Tim Hurlbut	<p><b>Experience:</b> Partner at Densborn Blachy, LLP, Attorney, Law Clerk, Trust Officer</p> <p><b>Expertise &amp; Reason Chosen:</b> Legal Counsel, Loans, Mergers, Acquisitions, Real Estate, Finance</p>	Treasurer
Jason Miller	<p><b>Experience:</b> Life Coach/Professional Mentor, Motivational Speaker, Executive Director, Author, Program/Community Development</p> <p><b>Expertise &amp; Reason Chosen:</b> Advocating, Mentoring, Facilitating, Community Organizing, Community Relations</p>	Vice-Chair
Sally Vaught	<p><b>Experience:</b> Educator, Mentor, Educational Leadership</p> <p><b>Expertise &amp; Reason Chosen:</b> Curriculum, Instruction and Management</p>	Co-Secretary

\*Note-Background Checks will be run on each Board Member through Safe Hiring Solutions.

## Organizational Structure

IAA is governed by a Board of Directors (BOD). The IAA BOD functions in full accordance with the Articles, Bylaws and Indiana state law. The BOD is composed of approximately nine professionally diverse community members. Every member is dedicated to the investment of equitable and exemplary educational norms, experiences, and realities for underserved children. To the full extent of the lawful procedure, the BOD is vested with the oversight of business operations, property, and general school matters. The IAA BOD assumes sole fiduciary responsibility for the institution. The BOD vests the right to hire and fire the Principal and Head of Schools. Additionally, the BOD is responsible for policy construction, vision oversight, mission alignment, public relations, and subsequent implementation of the organizational plan of action. To this end, the Board Chair presides over monthly BOD meetings.

Ignite Achievement Academy is an Indiana non-profit corporation that has applied for federal tax-exempt status pursuant to section 501 (c)(3) of the Internal Revenue Code. **See ATTACHMENT 14** for Articles of Incorporation, Bylaws, and the IRS Determination Letter.

**Roles and Responsibilities:** Below are the roles and responsibilities for the Ignite Achievement Academy Board. Roles for the board have been adopted from Marci Cornell-Feist's book, Board Structure with permission:

### Board Chair

**Role:** The chair is the senior volunteer of the organization who presides at all meetings of the board of trustees and other meetings as required. The chair is an ex officio member of all committees and task forces of the board. The board chair oversees the implementation of the board. The board chair oversees implementation of board and oversees policies and ensures that appropriate administrative practices are established and maintained.

### **Responsibility:**

- ❖ Works with the CEO, other board officers and committee chairs to develop the agendas for board of trustee's meetings, and presides at these meetings.
- ❖ In consultation with other board officers, appoints volunteers to key leadership positions, including positions as chair of board committees and task forces, and cultivates leadership succession.
- ❖ Recognizes his or her responsibility to set the example for board members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.
- ❖ Works with the board of trustees and paid and volunteer leadership, in accordance with the organizations bylaws and mission, to establish and maintain systems for:
  - Planning the organization's human and financial resources and setting priorities for future development.
  - Reviewing operational effectiveness and setting priorities for future development.
  - Ensuring the legal and ethical standard
  - Hiring and evaluating the CEO
  - Developing and maintaining an effective board culture
  - Developing an effective pipeline of future leaders of the board
- ❖ In conjunction with the governance committee, manages the development of the board in order to help it work more effectively and efficiently.
- ❖ Works with the CEO and other board officers to develop both immediate and long-term goals and expectations for the board that support organizational priorities and governance concerns.
- ❖ Communicates effectively and supports the CEO in his/her jobs as manager of the organization. In this capacity, focuses on ensuring that the board governs rather than manages.
- ❖ Works with the committee chairs and CEO to keep apprised of committee work and to ensure the committees have the resources needed to do their job. Also works to ensure effective and efficient communications between the committees and the board.
- ❖ Creates a safe environment for decision-making by inviting participation, encouraging varying points of view and stimulating a frank exchange of ideas in an effort to provide shared decision-making.

- ❖ Communicates with the board effectively in a way that fosters decision-making, stimulates participation and supports an appropriate balance of responsibility between the board and staff.
- ❖ Links with major stakeholders when it is agreed that the chair is the most appropriate person to represent the organization at a key meeting, write an editorial for a newspaper, or thank a major donor.

## **Vice Chair**

**Role:** The vice chair is the secondary volunteer leader of the charter school and as such, discharges the duties of the chair as required in the chair's absence. The vice chair supports the activities of the chair including sharing responsibilities as appropriate.

### **Responsibility:**

- ❖ In the chair's absence:
  - Presides at meetings at Board of Trustees
  - Serves as ex officio member of standing committees
- ❖ Recognizes his or her responsibility to set the example for other board members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.
- ❖ Works with the chair to assist in developing the agendas for board of trustee's meetings.
- ❖ Advises the chair on appointing volunteers to key leadership positions, including positions as chair of board committees and task forces.
- ❖ Assists the chair by taking on responsibility as necessary for communication with committee chairs.
- ❖ Supports and challenges the chair in all his/her responsibilities to ensure organizational priorities and governance concerns are addressed in the most effective and efficient manner.
- ❖ Represents the board in the community, especially at events at which the chair cannot attend.
- ❖ Other duties delegated by the chair.

## **Secretary**

**Role:** Provides direction for the keeping of legal documents including minutes of all meetings of the board.

### **Responsibility:**

- ❖ Certify and keep at the principal office of the corporation the original or a copy of the bylaws as amended or otherwise altered to date.
- ❖ Keep at the principal office of corporation, or at such a place as the board may determine the minutes of all meetings of the trustees and meetings of committees. Minutes shall record time and place of meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting, and the proceedings thereof.
- ❖ Present for approval by the board copies of all minutes of meetings of the board.
- ❖ Ensure that all notices are duly given in accordance with the provisions of the bylaws or as required by law.
- ❖ In general, serve as the protocol officer of the board, ensuring that the keeping and posting of meeting minutes, meeting notifications, adherence to open meeting laws, and other procedural requirements are followed legally and ethically.
- ❖ In general, perform all duties incident to the office of the clerk and such other duties as may be required by law, by the Articles of Incorporation or bylaws, or which may be assigned to him or her from time to time by the board of trustees.
- ❖ Recognizes his or her responsibility to set the example for other board members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.

## **Treasurer**

**Role:** Provides direction for the financial management of the organization and helps the board to meet its financial oversight responsibilities.



## **Responsibility:**

- ❖ Chair of the finance committee.
- ❖ Provides direction for the oversight of the organization's book-keeping and accounting policies.
- ❖ Ensures the presentation of timely and meaningful financial reports to the board.
- ❖ Ensures the development and board review of financial policies and procedures. With the finance committee, monitors adherence to financial policies and procedures adopted by the board.
- ❖ Oversees development and board review of financial policies and procedures. With the finance committee, monitors the adherence to financial policies and procedures adopted by the board.
- ❖ Ensures that assets are protected and invested according to board policy.
- ❖ Leads the board in assuring compliance with federal, state and other financial reporting requirements.
- ❖ Presents the recommendation of the auditor to the board for their approval. With the finance committee, reviews the results of the audit including the management letter, develops a plan for remediation (if necessary), and presents the results to the board.
- ❖ Recognizes his or her responsibility to set the example for other board members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.
- ❖ Takes responsibility for designing an annual board education program so that all board members can effectively conduct oversight of the financial health of the organization.

## **Ignite CEOs/Heads of School**

**Role:** The CEOs serve as chief executives of Ignite Achievement Academy and, in partnership with the board, are responsible for the success of Ignite Achievement Academy. Together, the board and CEOs assure Ignite Achievement Academy's faithfulness to its charter, relevance to the community, the accomplishment of Ignite Achievement Academy's mission and vision, and the accountability of Ignite Achievement Academy to its diverse constituents.

## **Responsibility:**

- ❖ **Mission, policy and planning**
  - Helps the board determine values, mission, vision, and short and long term goals.
  - Helps the board monitor and evaluate relevancy to the community, its effectiveness and its results.
  - Keeps the board fully informed on the condition of the school and on all other important factors influencing it.
  - Identifies problems and opportunities and addresses them; brings those which are appropriate to the board and/or its committees; facilitates discussion and deliberation.
  - Informs the board and its committees about trends, issues, problems and activities in order to facilitate policy-making. Recommends policy positions.
  - keeps informed of developments in public education reform, the charter movement not-for-profit management and governance, and philanthropy and fund development.
- ❖ **Legal Compliance**
  - Assures the filing of all legal and regulatory documents, and monitors compliance with relevant laws and regulations.
- ❖ **Management and Administration**
  - Provides general oversight of all activities, manages the day-to-day operations, and assures a smoothly functioning, efficient charter school.
  - Assures program quality and charter school stability and sustainability through development and implementation of standards and controls, systems and procedures, and regular evaluation.
  - Assures a work environment that recruits, retains, and supports quality staff and volunteers. Assures process for selecting, developing, motivating and evaluating staff and volunteers.
  - In accordance with board action, recruits personnel, negotiates professional contracts, and sees that the appropriate salary structures are maintained.
  - Specifies accountabilities for senior team positions and evaluates performance regularly.

## ❖ **Academic Oversight**

- Develops and manages performance of the principal, instituting accountability systems to ensure that charter promises are met and exceeded.
- Develops and leads process for assessing the needs of the instructional program, planning, implementing and evaluating short and long-term academic goals.
- Supervises the processes for recruitment, selection, initial training, on-going professional development, and evaluation of teachers and staff.

## ❖ **Governance**

- Helps the board articulate its own role and accountabilities and that of its committees and individual members, and helps evaluate performance regularly.
- Works with the board chair to enable the board to fulfill its governance functions and facilitates the optimum performance by the board, its committees, and individual board members.
- With the board chair, focuses board attention on long-range strategic issues.
- Manages the board's due diligence process to assure timely attention to key issues.
- Works with the board officers and committee chairs to get the best thinking and involvement of each board member to give his or her best.
- Recommends volunteers to participate on the board and its committees.

## ❖ **Finances**

- Promotes programs and services that are produced in a cost-effective manner, employing economy while maintaining a high level of quality.
- Oversees the fiscal activities of the charter school, including budgeting, reporting and auditing.
- Works with the board to ensure financing to support short and long-term goals.
- Assures an effective fund-development program by serving as the chief development officer or hiring and supervising an individual responsible for this activity.
- Helps guide and enable the board, its fund-development committee(s), and its individual board members to participate actively in the fund-developer process.
- Helps the board and its development committee design, implement and monitor available fund-raising plan, policies and procedures.
- Participates actively in identifying, cultivating and soliciting donor prospects.
- Assures the availability of materials to support solicitation.
- Assures the development and operation of gift management systems and reports for quality decision-making.

## ❖ **Community Relations**

- Facilitates the integration of the school into the fabric of the community by using effective marketing and communications activities.
- Act as an advocate, within the public and private sectors, for issues relevant to the school, its services, and constituencies.
- Listens to scholars, parents, volunteers, donors, and the community in order to improve services and generate community involvement. Assures community awareness of the school's response to community needs.
- Serves as a chief spokesperson, assuring proper representation of the school to the community.
- Initiates, develops, and maintains cooperative relationships with key constituencies.
- Works with legislators, regulatory agencies, volunteers and representatives of the charter community to promote legislative and regulatory policies that encourage a healthy community and address the issues of the school's constituencies.

## Recruitment, Selection, Development of Board Members

Recruitment of board members is contingent upon criteria that relates to mission alignment and organization necessity. The BOD is designed in a manner that ensures a healthy rotation of members over time. Compliance to the Bylaws aids in IAA's Board of Director selection efforts. In addition to Board candidates and members displaying virtue, proficiency, and a positive upstanding in the community, ideal qualifications for such candidates include:

- ❖ Faith and investment in the evolution and manifestation of the school vision and mission
- ❖ Possess the desire, competency and time to contribute necessary presence, energy, output and value
- ❖ Willing and able to work synergistically with a team of professionals
- ❖ Share and champion the educational and civic philosophy of Ignite Achievement Academy

## Board of Director Consulting

IAA intends to continue its alliance with BoardOnTrack. BoardOnTrack is a guided step-by-step program that builds better boards through a combination of expertise, training, and powerful web-based tools. The unique approach provides boards with a continuous drip of professional development throughout the year, tools to make that knowledge actionable, and data to measure governance impact. BoardonTrack will also assist in the development of board members.

## Consulting Partnership

IAA has outsourced financial oversight to Brian D. Anderson Consulting. It is likely that several school functions will be provided, including but not limited to financial oversight and insight, payroll and accounting; and state reporting and DOE metrics. These operational elements will be managed by Brian Anderson in tandem with IAA's Business Manager. This outsourcing of these services will allow the school's leadership to concentrate efforts on the culture and instruction of within the school.

The key services provided by Brian Anderson will include:

- **School accounting and finance:** Brian D. Anderson Consulting will assist Ignite Achievement Academy to ensure that the school's finances are well-organized and cleanly run. Brian D. Anderson Consulting, along with the onsite school Business Manager, will review school transactions, process checks and administer the school's payroll system. More importantly, Brian D. Anderson Consulting will also ensure that Ignite Achievement Academy's finances are well-maintained. This will ensure that school leaders are aware of any strategic challenges facing their financial position.
- **State reporting:** Brian D. Anderson Consulting will work with the school's data system and generate, prepare, and submit all required state reporting to the Department of Education. Brian D. Anderson Consulting will review the quality of student data that is captured on each student and reconcile any data issues with school staff.
- **Budget and Long-Range Strategic Financial Planning:** Brian D. Anderson Consulting will lead the budgeting and long-range strategic financial planning of Ignite Achievement Academy. This will include adapting plans to make best use of the fiscal and human resources available to the school.

Co-Leadership as well as the Board of Directors and committee members will be largely responsible for proactively seeking the individuals with the skillsets desired for selection first to committees chaired by board members. Once resumes are submitted and reviewed, in most cases, candidates will have an opportunity to engage and serve through committee membership. As a candidate become familiar with IAA's mission, vision, culture, and Board, through service on a committee, S/He will ultimately build a case for election to the Board through service of the committee(s). Board of Director terms and voting occur on a staggered and classified basis. There are three classes of terms for board members that represent one, two and three year terms respectively. This kind of structure encourages a healthy continuity of experience and orderly succession of said directors which we anticipate will in turn ensure a long-term initiative and the stability of the institution.

In order to continue to diversify the expertise and scope of the Board of Directors at Ignite Achievement Academy- at the time of this application- the leadership team at IAA are vetting new board representation in the specific areas of facilities, technology, and fundraising. Once start-up funds are released, the leadership team will evaluate candidates for the position of Business Operations Manager. The description is as follows:

## **Position Overview**

### **\*Adapted from KIPP NOLA**

The Business Operations Manager is the operational leader of the school. S/he is critical to the successful and efficient running of the campus. This position is central to the realization of our mission as it provides the School Leaders the opportunity to focus almost exclusively on teaching and learning within the schools. The Business Operations Manager will therefore be an individual who embraces innovation and continuous improvement, is willing to get his/her hands dirty, and relishes the challenge of finding ways to work smarter and more efficiently, all in support of ensuring the instructional staff and leaders can stay focused on teaching and learning.

The Business Operations Manager will report to the School Leaders and manage the school front office team as well as outside vendors/service providers. They will also serve on the school leadership team. The ideal candidate would possess a strong set of leadership and character strengths including:

- Collaborative
- Highly organized and efficient
- Problem solver
- Detail-oriented
- Committed to excellence
- Visionary
- Warm and demanding
- Willing to do WHATEVER IT TAKES

## **Duties and Responsibilities**

The responsibilities of the Business Operations Manager are, but not limited to, the following:

### *School Operations Leadership & Operation Management*

- In partnership with the School Leader and the regional leadership, develops the school-wide operations vision that supports and operationalizes the academic and cultural vision of the school
- Plays a leadership role in the school's strategic and annual planning and budgeting processes
- Assists with hires, manages, coaches, and develops school operations team members (including front office staff and vendors) and holds them accountable to goals and outcomes
- Creates and executes systems, policies, and procedures for Business Operations

### *Finance & Purchasing*

- Works closely with the School Leaders and Ignite Board to develop the school's annual budget
- Actively manages the school budget throughout the year by participating in monthly budget meetings to review budget variances, actively monitoring school spending, and proactively seeking opportunities to ensure spending is always aligned to the school's academic priorities
- Manages the school purchasing process by establishing clear systems for staff to request items, placing orders with vendors, tracking delivery, and coding and submitting purchases orders, invoices, and reimbursement requests
- Manages the school payment process for activity fees and uniforms
- Approves school purchases under a specific financial threshold
- Serves as the first school-based point of contact regarding finance and works with regional Finance team to ensure financial compliance and reporting

### *Facilities & Maintenance*

- Oversees most aspects facilities issues, including maintenance, managing staff/vendors, aesthetics, shared space agreements, and campus safety

- Regularly conducts facilities walkthroughs and liaises with custodial staff/vendors to ensure that the facility looks the best it can
- Ensures that the main office is neat, organized, welcoming and has all important parent-facing materials

## *Food Service, Transportation, and Special Events*

- Serves as the eyes and ears of the school to ensure that all school operations run seamlessly each and every day, proactively problem solving and developing systems where needed
- Oversees all aspects of food service, including quality, managing staff/vendors, meal tracking, and compliance
- Manages the logistics of meal delivery (breakfast, lunch, snacks) including staff duty schedules and cafeteria schedules and routines
- Oversees all aspects of transportation including vendor management, arrival and dismissal procedures, and setting and managing staff duty schedules
- Owns logistics of communications and external relations through parent letters, weekly staff notes, surveys, and visitors
- Owns all logistics (e.g. transportation, lodging, meals, staffing plan, etc.) of all off-site field trips
- Serves as point person for hosting visitors on school tours

## *Technology & Equipment*

- Ensures that students and staff have access to needed technology and works with Tech support to plan technology related enhancements
- Leads the school opening/start up process each year to ensure that doors are ready to open by ordering furniture, equipment, instructional supplies, and ensuring that student services (e.g. food service, transportation) are ready to go
- Manages the school's supply and asset inventory (e.g. computers, textbooks)

## *Student Information, Testing, and Academic Operations Support*

- Manages systems for and maintains accurate student data and information in compliance with federal, state, regional and school expectations
- Manages the substitute teacher process including participating in substitute interview events/orientations, orienting new subs to the school, and managing the process by which teachers seek coverage for absences
- Works with the Co-Leaders and Director of Assessments to manage the logistical elements of all major student assessments
- Manages logistics of report cards/progress reports/transcripts

## *Student Recruitment & Enrollment*

- Develops and manages student recruitment strategy to ensure that the school begins the academic year with full classes and actively recruits to fill open seats
- Ensures that parent info sessions, school tours, and the lottery and enrollment process are tightly planned and executed

## *Risk Management, Compliance, and Human Resources Administration*

- Ensure that the school is prepared for emergencies by conducting all drills and training staff on emergency plans alongside Ignite Leadership Team
- Provides Human Resources/ Talent Recruitment on the new hire process (e.g. interviews, new hire offer letters, onboarding)
- Ensures that school staff have complete, current, and accurate employee files and certifications; all personnel interacting with students have background checks on file; and schools comply with all areas of legal compliance (e.g. Human Resources, FERPA, etc.)
- Completes the exit form for terminating employees and any action items surrounding the exit logistics
- Reviews time off data to ensure accuracy and assess leave trends
- Communicates leave needs and critical dates and assists in facilitation of employee leaves

## Qualifications

- Bachelor's degree required
- Prior leadership and management experience; successful team leadership and strong track record of results
- Experience working with underserved communities, families and/or students
- Excellent organizational and communication skills
- Friendly and able to work well with others in a fast-paced environment
- Ability to multi-task and work within an ambiguous, fast-moving, start-up environment, while driving toward clarity and solutions
- Extreme flexibility, with a strong work ethic and an entrepreneurial spirit to accommodate high levels of responsibility and multiple priorities
- Computer and financial literacy, including Microsoft Word and Excel
- Commitment to the belief that outstanding school leaders, staff, and teachers can achieve excellent outcomes for all students

## **D. Community Partnerships**

The Co-Heads of School are continually seeking alliances with community members and organizations to support the IAA mission and to enhance the school experience. The following list detail a short list of community partners that have committed to serving alongside IAA.

<b>Name of Organization</b>	<b>Representative from Organization</b>	<b>Address, phone number and email address</b>	<b>Nature of the partnership with the school</b>	<b>Is a letter of support included in the application?</b>
<b>FusiK MusIQ, Inc.</b>	<b>Keith Rogers</b>	1002 W. 25 <sup>th</sup> St, Indianapolis, In. 46208,  317.910.2697,  krogers@fusikmusiq.com	FM will provide supplemental academic curricula and multi-sensory media to engage scholars	yes
<b>Pink-4-Ever, Inc.</b>	<b>Nadia Miller</b>	8857 Commerce Park Place Suite C   Indianapolis, IN 46268  317.525.0774  nadia.miller@pink-4-ever.org	Pink-4-Ever will provide awareness and materials to help educate the community on breast health and cancer awareness during Think Pink Week. Funds will be raised to a charitable purpose in this regard.	yes
<b>HDB Institute</b>	<b>Virgil Akers</b>	PO Box 53404 Indianapolis IN 46253  317.515.3253	HDB provides character development through	yes

# IGNITE ACHIEVEMENT ACADEMY FULL APPLICATION FALL 2017

		Vtibbs55@hdbtraining.com	basketball programs.	
<b>Always Making Progress (AMP), Inc.</b>	<b>Megan Stevens</b>	7327 Caboose Court Indianapolis, IN 46256 317.324.8267 info@ampincindy.org	AMP's mission is to provide students with high-quality subsidiary academic instruction while promoting an all-around healthy and balanced body and mind.	yes
<b>IFF</b>	<b>Nate Lichti</b>	202 E. Market St. Indianapolis, In. 46204 317.860.6904 nlichti@iff.org	IFF is a mission-driven lender, real estate consultant, and developer that helps communities thrive by creating opportunities for low-income communities and people with disabilities.	yes
<b>Level 10 Martial Arts College</b>	<b>Debi Theros</b>	5135 Emerson Ste B Indianapolis, IN 46237 317.662.2246 otterhalf@yahoo.com	LTMA will provide martial arts/bully prevention consulting. LTMA will also provide martial arts uniforms and curriculum for martial arts infusion.	yes
<b>Project Renaissance</b>	<b>Dr. Win Wenger</b>	PO Box 332 Gaithersburg, MD 20884 301.948.1122 wwenger101@aol.com	Project Renaissance is a non-profit educational organization based in Maryland, USA. Its core mission is to enable as many people as possible to become more than a match for the situations,	In process



			opportunities, problems or difficulties they find around them, and to enjoy a richer quality of life and experience.	
<b>Successful Urban Teachers</b>	<b>Augusta Mann</b>	PMB #139 2576 Broadway Ney York, NY 10025  800.839.3073  auggiemann@aol.com	Provides cultural relevant instructional strategies for teachers and staff.	In process

**\*For Letters of Support refer to ATTACHMENT 15**

## **E. Financial Management**

The Treasurer of the Board, and the Finance Committee, will formulate financial policies and procedures. The procedures, and the specific roles in the financial management process, will be developed during our pre-opening year. In the long-term, we would like to manage our finances internally as much as possible. That will depend on several factors, including our ultimate school size, facility costs, and the availability of human resources with the necessary skillset. It is our intent to continue our relationship with Brian D. Anderson consulting to help establish our initial business systems and evaluate our needs related to our business operations structure. We expect to hire a Business Manager to work onsite, handling the day-to-day activities, including purchasing, accounts payable, payroll preparation (not processing), and cash receipts. Until we are at a growth stage where we can successfully manage all of our finances in-house, we plan to contract with an outside consultant to provide ongoing financial oversight

First and foremost, there will be a minimum of three different people involved in carrying out any financial transaction from beginning to end, which will provide for proper segregation of duties in developing our internal controls. The Finance Committee will select appropriate accounting software to set up and track IAA's finances. The Business Manager and financial oversight consultant will both have access to the same company file set up in the software. The Business Manager will use it to generate checks and monitor cash. The financial oversight consultant will use it to create journal entries, make sure payroll is entered into the system appropriately, reconcile bank statements, and generate financial reports. Regular monthly financial reports will be provided to the Finance Committee and then to the entire Board.

The Finance Committee, School Leaders, and the outside consultant will jointly develop the school's annual budget. The Finance Committee and School Leaders will outline budget priorities and the outside consultant will create the budget based on assumptions formed around those priorities. Generally, the key drivers of the budget will be overall enrollment projections, individual class size projections, overall salary structure, facility costs, and long-term financial goals built around the authorizer's financial performance indicators and the school's long-term stabilization prospects. Once the budget has been prepared, the Finance Committee will present it to the full Board for approval.

As well, fundraising is an integral element of the ongoing strategic plan at IAA. A productive fundraising campaign can do much to enrich the institution in a diversity of ways. As a result, and keeping with the vision of community investment, all stakeholders will be called to assist the institution's fundraising efforts. Fundraising committees within our Board of Directors, Parent/Teacher Organization, and Community Council will work with school leaders

to provide unique, targeted and effective fundraising opportunities. IAA will have at least one large scale fundraiser and several other auxiliary campaigns throughout the year.

As discussed above, we plan to initially contract with an outside provider. We will continue to vet possibilities, but we anticipate continuing our relationship with Brian D. Anderson Consulting. The services provided will be driven largely by the needs identified when hiring our Business Manager. Services will include budget development, management financial reporting, regulatory financial reporting, audit liaison, and strategic financial planning. We will also outsource payroll processing to a third party payroll provider.

### **F. Budget**

Due to the limited amount of guaranteed funding for charter schools, it can sometimes be a struggle for schools to allocate money towards programs and materials that directly benefit student outcomes. Through the innovative use of resources, schools may be able to locate efficiencies (through the use of staffing, technology, grants, etc.) that can better support students. In addition, use of recent legislation (PL 1321 and/or PL 1063) can offer partnerships with the school district for facilities, transportation, etc.

Our detailed budget with assumptions is included in the budget template submitted [SEE ATTACHMENT 16]. The overarching key revenue assumptions include:

- Flat per pupil revenue funding for five years
- Federal funding sources estimated based on current IPS per pupil estimates
- No Federal start-up funding
- Start-up funding from The Mind Trust and IPS

The overarching key expense assumptions include:

- Staffing costs that are sustained by our conservative revenue numbers, but would increase as we seek and further clarify other revenue opportunities
- Use of a low cost IPS facility
- Annual increases of 2% inflation adjusted for appropriate increases due to enrollment growth

As detailed in the budget attachment, we are aware of the need to provide sufficient funding for special education costs as well as transportation necessary to provide an open and accessible environment. Also, we have several areas in the budget that are flexible and can be managed in case of lower than expected enrollment or other unforeseen contingencies. Most importantly, we will monitor our enrollment progress very carefully and tie the timing of our hiring decisions to that progress. We recognize the need to monitor cash flow always, but particularly during our start-up phase.

### **G. Facility**

Currently, a facility has not been selected, however, we are working in concert with IPS to identify potential viable opportunities. Ignite Achievement Academy will leverage a partnership with IFF to determine exact facility needs and to evaluate the various facility options available through its Innovation Network School partnership with IPS [SEE ATTACHMENT 17]. IFF has extensive expertise in facility planning and feasibility studies, and has committed to supporting Ignite [SEE ATTACHMENT 17]. With IFF, we will evaluate all potential facility options presented to ensure that our model would be successful. It is important to note that community need and demand will also influence our evaluation of the various facility options that are presented to ensure that sufficient demand is present for our model.

As previously mentioned, Ignite Achievement Academy anticipates leasing a building from Indianapolis Public Schools (IPS) as a part of the Innovation agreement. Construction and renovation costs will be provided by the school district and any additional construction costs will be evaluated by IFF, Ignite's facilities management company. Ignite's Heads of School are currently utilizing resources from The Mind Trust's Innovation School

Fellowship and holding on-going conversations with the IPS Innovation Officer and IFF to find the best facility for proposed programming. At this time, the facility has not been identified. IAA expects a minimal cost, in line with all prior Innovation Agreements. Ignite Achievement Academy will ensure that any facility selected is ADA compliant, and will work with IFF to secure necessary funding if necessary.

IAA is currently working with IFF to identify all private and public facilities that meet the needs of the proposed school. Ignite will exhaust all opportunities to open an IPS Innovation School. As an independent charter, Ignite will not exclude private facilities nor will the organization assume responsibility for a facility that exceeds budget.

Ignite Achievement Academy Timeline for Facility Selection and Requisition	
October-December, 2016	Negotiate and obtain a commitment for an IPS facility
January-March, 2017	Perform due diligence on said facility
April-July, 2017	Make tenant improvements as necessary and move-in

## H. Transportation

Safety and accessibility is a primary focus for IAA. As a location has not been selected, a transportation description has not been concretely formulated. Due to the proposed demographic of service, it is likely that the majority of scholars that attend the school will live in a proximal distance. Once a location is determined, we will better understand the needs of the community. This information will assist in directing the course of thought and action with respect to options surrounding public transportation and private school bus carrier contracts.

## I. Risk Management

In order for Ignite Achievement Academy to carry out its mission and vision to the fullest, safety must be at the forefront of the organization. In an effort to be preemptive, we intend on establishing a thorough school-wide safety plan prior to the launch of the school. This plan will outline all of the processes and procedures for the following: Severe Weather Drills, Fire Drills, Active Shooter, Lockdown, Evacuation, Hazardous Materials, Bus Accidents, Bomb Threat and Medical/Mental Health Emergency. This plan will also identify relocation sites in the event the school is deemed unsafe at any point in time and operating procedures for actions pertaining to public information and media response personnel. We intend to be extremely thorough and detail the expected actions of all accountable parties. This may include but is not limited to: School administration, Ignite staff, transportation personnel, scholars and families.

In addition to the implementation of a school-wide safety plan, IAA leadership has partnered with Charter First Insurance who has agreed to provide insurance coverage [SEE ATTACHMENT 18] for the following:

*The Charter Authorizer, their respective members, officers, employees, officials and agents as additional insureds on the Directors and Officers policy. In addition, General Liability includes blanket Additional Insureds status for Managers or Lessors or Premises; By Contract Agreement or Permit; and Funding Source. Loss payees can be added to the property upon our review of the lease/funding contracts.*

- **General Liability (includes corporal punishment, athletic participation\*)**
- **Workers Compensation**
- **Workers' Compensation Part II (Employers' Liability)**
- **Employee Benefits Liability**
- **Automobile/Bus Liability including non-owned and hired; underinsured as needed**
- **Employment Practices Liability**
- **Educators Legal Liability (School Leaders E&O and/or Professional Liability)**
- **Directors & Officers**
- **Fiduciary Liability**

- **Sexual Abuse and Misconduct Liability**
- **Crime**
  - ❖ Employee Dishonesty
  - ❖ Forgery or Alteration
  - ❖ Inside Premises-Theft of Monies & Securities
  - ❖ Outside the Premises
  - ❖ Computer Fraud
  - ❖ Money Orders/Counterfeit Papers
- **Bonds**
- **Property and Boiler Machine Coverage**
- **Business Income/Extra Expense**
- **Student Accident Coverage**
- **Cyber Security Liability**
- **Umbrella / Excess Liability above primary program (GL, Auto, Abuse, D&O, EPLI, ELL, EBL)**

The suggested timeline provided by Charter First Insurance identifies when the insurance will be purchased:

Coverage	Timeline
Directors and Officers /Educators Legal Liability	As soon as board is formed and making school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired or board is formed.
General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident	When lease agreement is signed or property is purchased (landlord will require General Liability coverage).
Property/Flood	As soon as contents/school equipment is acquired

## J. Timeline

Action	Timeline
<b>Community Engagement &amp; Recruitment</b>	
Receive Charter Approval	November 2016
Develop marketing, branding, and promotion materials	December 2016
Attend and promote at community events	November 2016-ongoing
Determine community partnership and allies	November 2016- ongoing
Distribute marketing materials	December 2016-ongoing
Announce school location	January 2016
Open House presentations	January 2017- July 2017; 1 per month
Community Ice Cream Social	August 2017
<b>Instruction, Curriculum &amp; Assessment</b>	
Develop and finalize accelerated curriculum map & scope and sequence	November 2016- April 2017
Develop and finalize brain-based/neuroscience professional development curriculum	December 2016- May 2017
Develop and finalize martial arts curriculum	January 2017- May 2017
Identify SpEd, ELL scope and plan	May 2017; ongoing
<b>Human Resources</b>	

Post job descriptions	December 2016
Execute recruitment plan of action	January 2017
Hire Business Operations Manager	January 2017
Hire Staff	January 2017-ongoing
Summer Institute Training and Onboarding	July 2017
<b>Governance</b>	
Continue board recruitment, diversification, and committee recruitment	November 2016; ongoing
Begin Committee work and scope	Ongoing
Refine long term fiscal plans and goals	Ongoing
<b>Facility</b>	
Announcement	January 2017
Determine needs assessment	January 2017
Commence facility renovations	May 2017
Install network infrastructure	June/July 2017
Purchase furniture	July 2017
<b>Finance</b>	
The Mind Trust Implementation Grant	January 2017
Walton Family Foundation Grant	January/Feb 2017
Select payroll service provider	January 2017
<b>Systems and Organization</b>	
Create Standard Operating Procedures	November 2016- June 2017
Finalize Student/Staff Handbook	April 2017
Finalize Discipline Plan	April 2017
Receive Board approval for policies, procedures and plans	May 2017
Select Student Information System	July 2017

## IV. Summary of Strengths

Leadership is a key component of any successfully sustainable operation. One of the highlights of Ignite Achievement Academy is the phenomenal team of leaders that have assembled to create a school that will ultimately become a network of academies and a national model. The inaugural Board of Directors are uniquely diversified and have a richly extensive experience-base that will ultimately bring knowledge & expertise, wisdom, guidance, and resources to the project and program. Additionally, the Co-Heads of School have contrasting but complementary skillsets and styles of leadership; they have established a loyal following of supporters in their own right and have created a record that suggests that each is capable of leading an excellent charter school individually. However, as a team, the pair have created a compelling synergy; they are backed by a vast history of collaboration and a propensity to produce quality work and results for underserved children. The Co-Leaders' collective reputation precedes them at the university and post-graduate level, in the classroom as "highly effective" teachers, and as inaugural co-leaders at a high performing charter school. The professional balance between the two leaders along with the commitment to servant-based and strengths-based leadership is instrumental in manifesting a positive, altruistic, collaborative, growth-minded climate and culture of the school. Moreover, the expertise and authenticity of the leaders and the development of a program that is built upon creating holistic learning environments; whole brain teaching, learning and research; community engagement and investment; and enrichment, character development and personal growth, will ensure accelerated learning outcomes for children, and instructional leverage for teachers. Together, this assembly of talent and experience will lead to a design and execution that will ultimately shift the educational paradigm and ignite great and lasting outcomes for young people for decades to come.



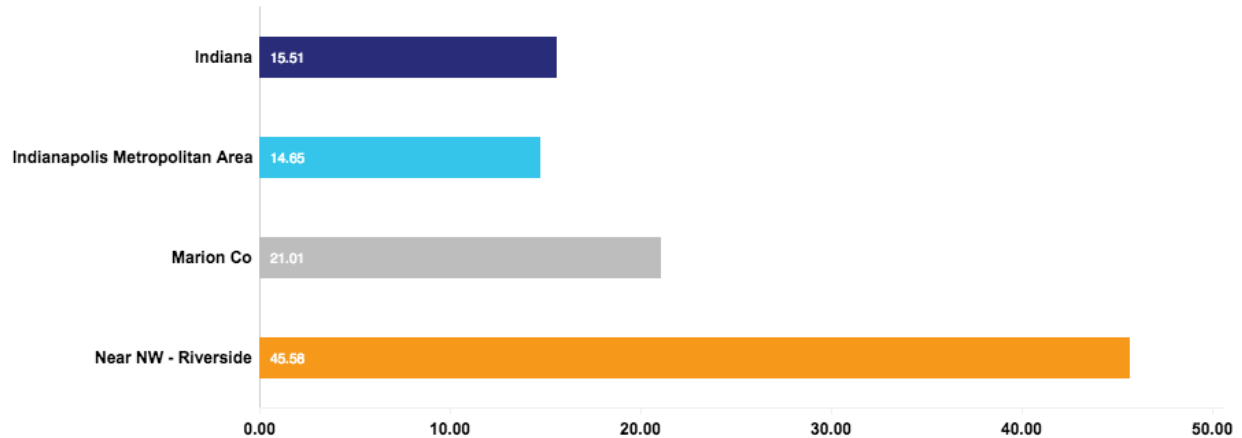
## *Attachments*

## Poverty, Discrepancy and Crime Data: Near Westside

### Percent of Population in Poverty

2014

For Near NW - Riverside



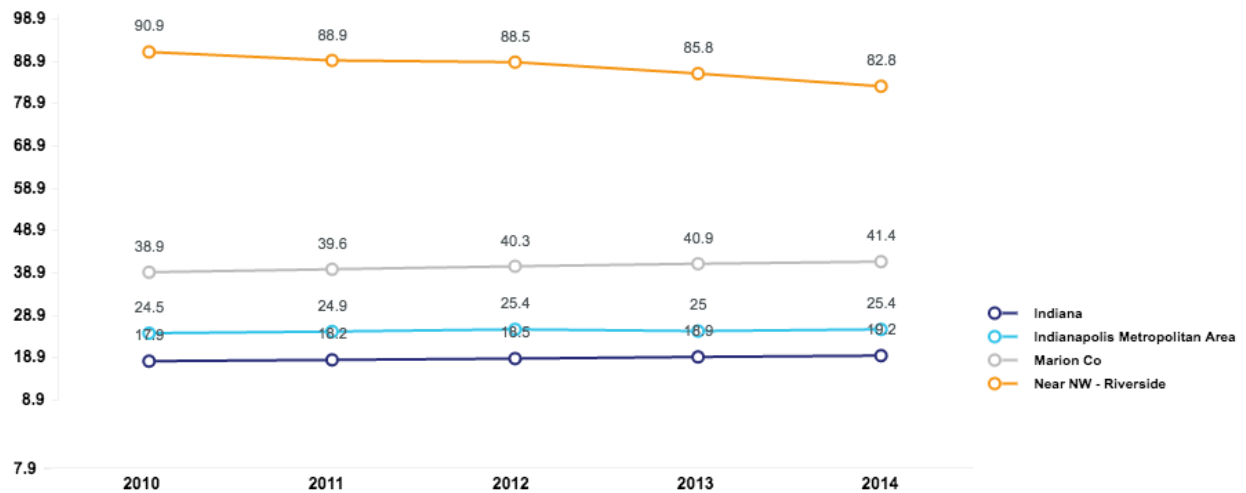
Welfare Statistics in 2015			
	Number	10 Year Change	10 Year Percent Change
<b>TANF Families</b>	1,909	-8,841	-82.2%
Food Stamp Recipients	183,167	69,041	60.5%
Total Lunch Recipients	102,887	32,539	46.3%
Free Lunch	91,994	34,913	61.2%
Reduced Fee Lunch	10,893	-2,374	-17.9%





According to Stats Indiana, the number of free lunch recipients in Marion County have risen by 61.2% over the last 10 years (2015).

**Percent People of Color**  
2010-2014  
For Near NW - Riverside

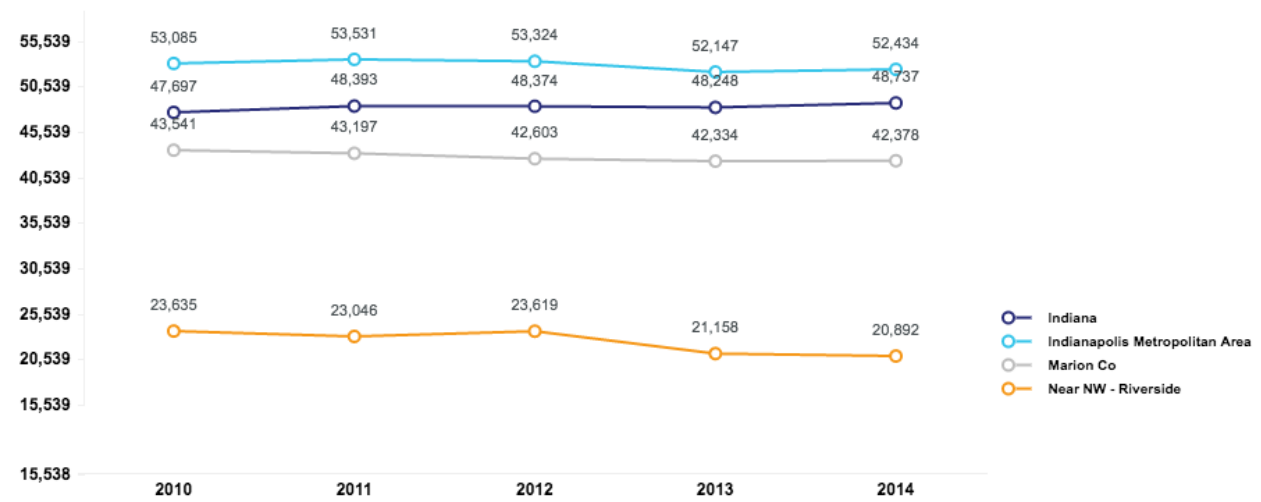


Data source: American Community Survey 5-year Averages, via SAVI Community Information System  
 % People of Color = (Total population minus non-Hispanic Caucasian) / Total Population

## Median Household Income

2010-2014

For Near NW - Riverside

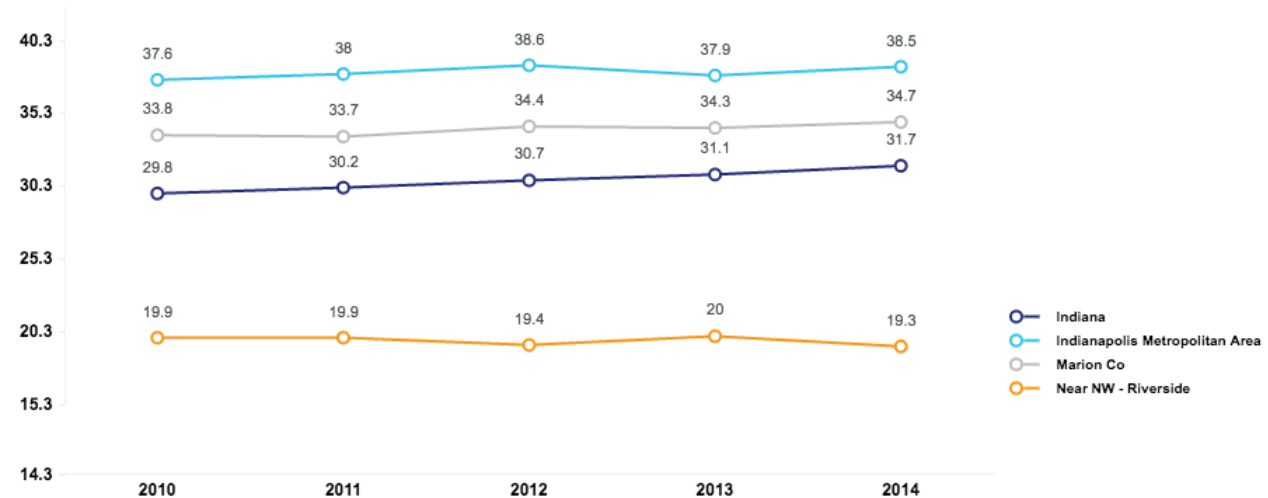


Data source: American Community Survey 5-year Averages, via SAVI Community Information System

## Percent of Population with an Associates Degree or Higher

2010-2014

For Near NW - Riverside

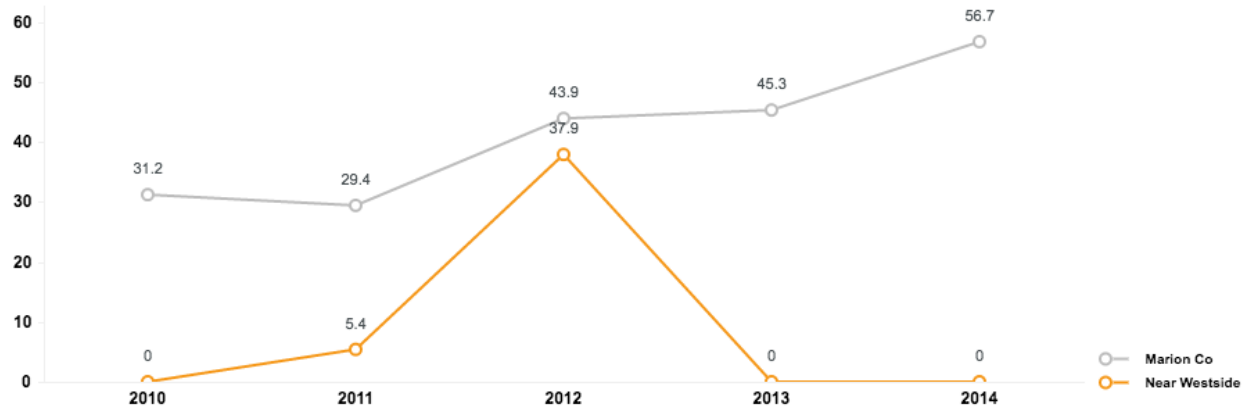


Data source: American Community Survey 5-year Averages, via SAVI Community Information System  
Percent Population Age 25 and Over with Associate Degree or Higher

## Percent of Students Enrolled at A or B Public or Charter Schools

2010-2014

For Near Westside



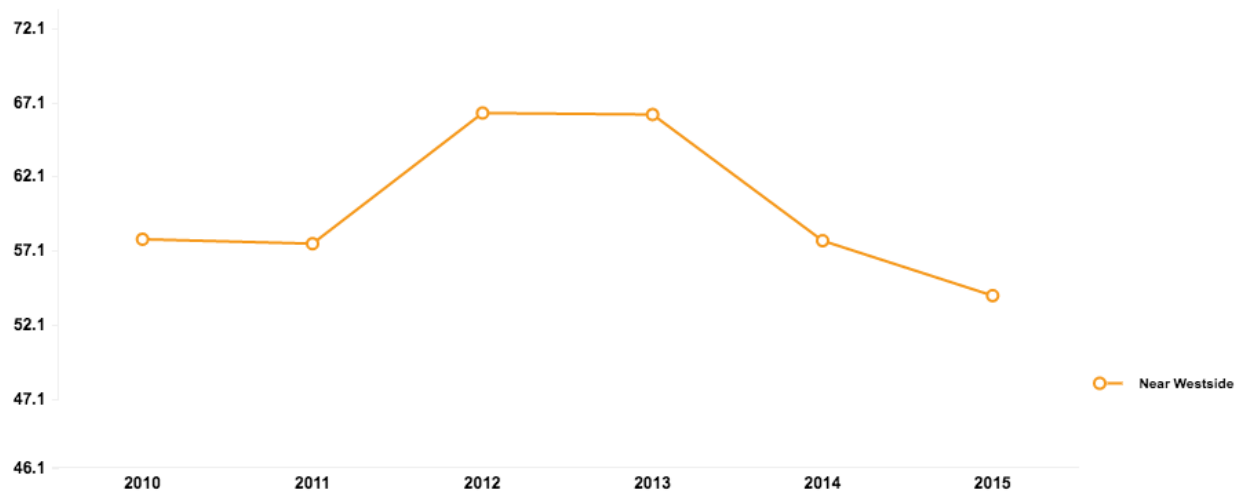
Data source: Indiana Department of Education

Each school is assigned to the neighborhood in which it is located. "No data" means that no school is located in that neighborhood. Private schools are not required to report to IDOE and, as a result, are not included in the analysis.

## Violent Crimes per 1,000 People

2010-2015

For Near Westside



Data source: Indianapolis Metropolitan Police Department via SAVI Community Information System

\*Please note that IMPD's crime reporting system was changed in 2014, which may result in an inaccurately high rise or fall in crime rate in a given neighborhood from 2013 to 2014. Population data from

Attachment 2

**ACADEMIC AND NON-ACADEMIC PERFORMANCE GOALS**

School-Specific Goal for Ignite Achievement Academy

**Mission:** To inspire exemplar academic and social achievement in all scholars despite previous performance through an accelerated curriculum, a focus on neuroscientific instruction and learning, staff and community collaboration, as well as a holistic emphasis that incorporates physical, nutritional and mental wellness.

**Performance:** Scholars will leave with the foundational skills necessary to mentally, physically and academically prepare themselves for a rigorous secondary education that will ultimately successfully prepare them for the option of education, employment or enlistment.

**Annual Targets:** How will we know that we have achieved this goal?

❖ <b>Academic Goal:</b> All scholars will participate in four standard-based projects involving the community (one per quarter) throughout the school year.					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2017-18	All scholars participated in three standard-based projects involving the community throughout the school year.	All scholars participated in two standard-based projects involving the community throughout the school year.	All scholars participated in one standard-based projects involving the community throughout the school year.	Scholars did not participate in a standard-based project involving the community throughout the school year.
2	2018-19	All scholars participated in four standard-based projects involving the community throughout the school year.	All scholars participated in three standard-based projects involving the community throughout the school year.	All scholars participated in two standard-based projects involving the community throughout the school year.	All scholars participated in less than two standard-based projects involving the community throughout the school year.
3	2019-20	All scholars participated in more than four standard-based projects involving the community throughout the school year.	All scholars participated in four standard-based projects involving the community throughout the school year.	All scholars participated in three standard-based projects involving the community throughout the school year.	All scholars participated in less than three standard-based projects involving the community throughout the school year.
4	2020-21	All scholars participated in more than four standard-based projects involving the community throughout the school year.	All scholars participated in four standard-based projects involving the community throughout the school year.	All scholars participated in three standard-based projects involving the community throughout the school year.	All scholars participated in less than three standard-based projects involving the community throughout the school year.

5	2021-22	All scholars participated in more than four standard-based projects involving the community throughout the school year.	All scholars participated in four standard-based projects involving the community throughout the school year.	All scholars participated in three standard-based projects involving the community throughout the school year.	All scholars participated in less than three standard-based projects involving the community throughout the school year.
6	2022-23	All scholars participated in more than four standard-based projects involving the community throughout the school year.	All scholars participated in four standard-based projects involving the community throughout the school year.	All scholars participated in three standard-based projects involving the community throughout the school year.	All scholars participated in less than three standard-based projects involving the community throughout the school year.
7	2023-24	All scholars participated in more than four standard-based projects involving the community throughout the school year.	All scholars participated in four standard-based projects involving the community throughout the school year.	All scholars participated in three standard-based projects involving the community throughout the school year.	All scholars participated in less than three standard-based projects involving the community throughout the school year.

**Assessment Tools:** Buck Institute for Education's Project Design Rubric

**Attachments:** Buck Institute for Education's Project Design Rubric, Buck Institute for Education's PBL Essential Elements Checklist, Buck Institute for Education's Project Calendar, Buck Institute for Education's Project Assessment Map, Buck Institute for Education Project Design Overview and Student Learning Guide [SEE ATTACHMENT 12]

**Rationale:** Ignite Achievement Academy's three major Curriculum Design Anchors are based on Acceleration, Personalization and Community. Project-Based Learning is reflective of each of these anchors. Scholars are required to question and create solutions to problems, thus applying critical thinking indicative of acceleration. Because scholars have ownership over the problem being posed and developing the solutions to the given problem, they are able to personalize outcomes. Lastly, Project-Based Learning allows for scholars to interact with the community both in and out of the school setting.

**Assessment Reliability:** N/A

**Baseline Data:** The initial project will be utilized as baseline data that can be compared with the final, end of year project in which the Project Design Rubric's Essential Design Elements can be examined for strengths and areas of improvement.

❖ <b>Academic Goal:</b> 50% of scholars will exceed the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.					
<b>Charter Year</b>	<b>Calendar Year</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Does Not Meet Standard</b>
1	2017-18	More than 50% of scholars exceeded the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.	50%-45% of scholars exceeded the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.	44.9%-40% of scholars exceeded the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.	39.9%-35% of scholars exceeded the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.
2	2018-19	More than 50% of scholars exceeded the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.	50%-45% of scholars exceeded the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.	44.9%-40% of scholars exceeded the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.	39.9%-35% of scholars exceeded the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.
3	2019-20	More than 50% of scholars exceeded the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.	50%-45% of scholars exceeded the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.	44.9%-40% of scholars exceeded the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.	39.9%-35% of scholars exceeded the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.
4	2020-21	More than 50% of scholars exceeded the Spring Growth Projection in Reading on the Northwest	50%-45% of scholars exceeded the Spring Growth Projection in Reading on the Northwest	44.9%-40% of scholars exceeded the Spring Growth Projection in Reading on the Northwest	39.9%-35% of scholars exceeded the Spring Growth Projection in Reading on the Northwest

		Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.	Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.	Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.	Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.
5	2021-22	More than 50% of scholars exceeded the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.	50%-45% of scholars exceeded the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.	44.9%-40% of scholars exceeded the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.	39.9%-35% of scholars exceeded the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.
6	2022-23	More than 50% of scholars exceeded the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.	50%-45% of scholars exceeded the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.	44.9%-40% of scholars exceeded the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.	39.9%-35% of scholars exceeded the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.
7	2023-24	More than 50% of scholars exceeded the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.	50%-45% of scholars exceeded the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.	44.9%-40% of scholars exceeded the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.	39.9%-35% of scholars exceeded the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.

**Assessment Tools:** Northwest Evaluation End of Year MAP Reading Assessment

**Attachments:** 2015 NWEA Measures of Academic Progress Normative Data [SEE DOCUMENT FOLLOWING GOALS]



**Rationale:** Scholars exposed to Ignite’s accelerated curriculum should show substantial growth; thus exceeding the standard growth projection.

**Assessment Reliability:** A nationally norm-referenced assessment that is considered to be consistent across ages and demographics.

**Baseline Data:** Northwest Evaluation Beginning of Year MAP Reading Assessment

❖ <b>Non-Academic Goal:</b> 80% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.					
<b>Charter Year</b>	<b>Calendar Year</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Does Not Meet Standard</b>
1	2017-18	More than 85% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.	80-84.9% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.	75-79.9% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.	Less than 75% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.
2	2018-19	More than 85% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.	80-84.9% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.	75-79.9% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.	Less than 75% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.
3	2019-20	More than 85% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.	80-84.9% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.	75-79.9% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.	Less than 75% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.
4	2020-21	More than 85% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.	80-84.9% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.	75-79.9% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.	Less than 75% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.

5	2021-22	More than 85% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.	80-84.9% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.	75-79.9% % of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.	Less than 75% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.
6	2022-23	More than 85% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.	80-84.9% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.	75-79.9% % of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.	Less than 75% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.
7	2023-24	More than 85% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.	80-84.9% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.	75-79.9% % of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.	Less than 75% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus.

**Assessment Tools:** Timed Meditation Recoding Sheet

**Attachments:** Article-Students' Intelligence and Creativity Improved by *Transcendental Meditation* Technique [SEE ATTACHMENT 6]

**Rationale:** Ignite Achievement Academy is committed to being on the cutting edge of neuroscientific research. Studies have shown that meditation increases creativity, practical intelligence, IQ, alertness and overall focus. Meditation also helps to reduce anxiety. By introducing meditation at an early age, scholars will be able to apply this practice into their daily lives, thus improving overall academic performance.

**Assessment Reliability:** N/A

**Baseline Data:** Beginning of the year meditation times will be recorded on the Timed Meditation Recoding Sheet to utilize as a baseline that will be compared to end of the year meditation times.

# IGNITE ACHIEVEMENT ACADEMY FALL 2017

Non-Academic Goal: 85% or more Ignite scholars will re-enroll at Ignite Achievement Academy the following school year.					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2017-18	More than 85% of scholars re-enrolled at Ignite Achievement Academy the following school year.	80-84.9% of scholars re-enrolled at Ignite Achievement Academy the following school year.	75-79.9% of scholars re-enrolled at Ignite Achievement Academy the following school year.	Less than 75% of scholars re-enrolled at Ignite Achievement Academy the following school year.
2	2018-19	More than 85% of scholars re-enrolled at Ignite Achievement Academy the following school year.	80-84.9% of scholars re-enrolled at Ignite Achievement Academy the following school year.	75-79.9% of scholars re-enrolled at Ignite Achievement Academy the following school year.	Less than 75% of scholars re-enrolled at Ignite Achievement Academy the following school year.
3	2019-20	More than 85% of scholars re-enrolled at Ignite Achievement Academy the following school year.	80-84.9% of scholars re-enrolled at Ignite Achievement Academy the following school year.	75-79.9% of scholars re-enrolled at Ignite Achievement Academy the following school year.	Less than 75% of scholars re-enrolled at Ignite Achievement Academy the following school year.
4	2020-21	More than 85% of scholars re-enrolled at Ignite Achievement Academy the following school year.	80-84.9% of scholars re-enrolled at Ignite Achievement Academy the following school year.	75-79.9% of scholars re-enrolled at Ignite Achievement Academy the following school year.	Less than 75% of scholars re-enrolled at Ignite Achievement Academy the following school year.
5	2021-22	More than 85% of scholars re-enrolled at Ignite Achievement Academy the following school year.	80-84.9% of scholars re-enrolled at Ignite Achievement Academy the following school year.	75-79.9% of scholars re-enrolled at Ignite Achievement Academy the following school year.	Less than 75% of scholars re-enrolled at Ignite Achievement Academy the following school year.
6	2022-23	More than 85% of scholars re-enrolled at Ignite Achievement Academy the following school year.	80-84.9% of scholars re-enrolled at Ignite Achievement Academy the following school year.	75-79.9% of scholars re-enrolled at Ignite Achievement Academy the following school year.	Less than 75% of scholars re-enrolled at Ignite Achievement Academy the following school year.
7	2023-24	More than 85% of scholars re-enrolled at Ignite Achievement Academy the	80-84.9% of scholars re-enrolled at Ignite Achievement Academy the	75-79.9% of scholars re-enrolled at Ignite Achievement Academy the	Less than 75% of scholars re-enrolled at Ignite Achievement Academy the

		following school year.	following school year.	following school year.	following school year.
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**Assessment Tools:** Enrollment records obtained through on-line enrollment system

**Attachments:** N/A

**Rationale:** Scholar retention helps to foster an on-going culture of excellence through the development of institutional memory. It also improves academic outcomes and provides acceptable funding determinations.

**Assessment Reliability:** N/A

**Baseline Data:** Enrollment records from previous year



# 2015 NWEA Measures of Academic Progress Normative Data

Looking for context to Measures of Academic Progress® (MAP®) normative percentiles? The **2015 NWEA Comparative Data One Sheet** includes multiple College and Career Readiness (CCR) benchmarks, including those from ACT® and Smarter Balanced Assessment Consortium (Smarter Balanced).

By using carefully constructed measurement scales that span grades, MAP interim assessments from Northwest Evaluation Association™ (NWEA™) offer educators efficient and very accurate estimates of student achievement status within a subject. Before achievement test scores can be useful to educators, however, they need to be evaluated within a context.

To that end, 2015 RIT Scale Norms allow educators to compare achievement status—and changes in achievement status (growth) between test occasions—to students' performance in the same grade at a comparable stage of the school year. This contextualizing of student performance:

- helps teachers as they plan instruction for individual students or confer with parents
- supports school and district administrators as they focus on allocating resources
- empowers school staff as they work to improve all educational outcomes

For the research behind changes to the 2015 RIT Scale Norms, please see [page 6](#).

For many reasons, it is inadvisable to compare performance of a student on one set of test norms to his or her performance on another. NWEA strongly advises educators to use the 2015 norms because they provide the current and most accurate reference for MAP scores.

Slight differences from the 2011 norms have been observed, some of which reflect true change in the performance of the students. In addition, evidence indicates three other plausible sources for these differences.

- Schools demographics changed between 2011 and 2015 and may have contributed to differences.
- Methodological improvements such as a larger and more representative sample, the use of nine (vs five) terms of data, and a new model for estimating growth have made the 2015 norms more accurate.
- The varied nature of Common Core State Standards adoption, implementation, and testing appear to have resulted in lower test scores. The sources of these observed differences are the subject of further research.

Well-constructed test score norms can inform many education-related activities. Educators find RIT Scale Norms especially useful in four key areas.

1. Individualizing instruction
2. Setting achievement goals for students or entire schools
3. Understanding achievement patterns
4. Evaluating student performance



## MAP status and growth norms for students and schools

The 2015 NWEA RIT Scale Norms Study provides status and growth norms for individual students as well as for schools on each of the four RIT scales: Reading, Language Usage, Mathematics, and General Science. The study's results are based on K – 11 grade level samples. Each sample is comprised of 72,000 to 153,000 student test records from approximately 1000 schools. These numbers vary by subject. These samples were drawn randomly from test record pools of up to 10.2 million students attending more than 23,500 public schools spread across 6,000 districts in 49 states. Rigorous procedures were used to ensure that the norms were representative of the U.S. school-age population.

Since MAP assessments can be administered on a schedule designed to meet a school's needs, tests can be administered at any time during the school year. The 2015 norms adjust for this scheduling flexibility by accounting for instructional days, allowing more valid comparisons for status and growth. For example, the norms may be used to locate a student's achievement status (as a percentile rank) for any specified instructional week of the school year.

Similar adjustments are made to the norms when comparing student growth. Median growth conditioned on the student's initial score may be determined for any number of instructional weeks separating two test occasions. This allows educators to make appropriate norm-referenced interpretations of test results that are consistent with their chosen testing schedule. As an additional feature, the norms provide the percentile rank corresponding to a student's observed gain over an instructional interval of a specific length. That is, the norms tell educators what percentage of students made at least as much growth as a particular student for the same period of time, whatever its duration. Situating growth as relative to percentages of students nationwide helps educators move beyond the simple conclusion that a student either did or did not "make target growth."

In order for the norms to take instructional days into account, school district calendars for each school represented in the study sample were retrieved. Using the instructional days data plus the dates of testing, NWEA created "periods or testing seasons" for beginning-of-year norms, middle-of-year norms, and end-of-year norms. Tests occurring at the center of these periods were used to construct the status and growth norms tables that appear below. However, if a school's testing calendar does not conform to the one used to construct these tables, the normative references provided through the NWEA reporting system still allow appropriate comparisons to be made.

**Understanding standard deviation (SD):** The columns labeled "SD" in the tables below contain the standard deviations of the means. An SD is simply a measure of dispersion of scores around the mean value; the smaller the SD, the more compact the scores are around the mean. SDs are particularly useful when comparing student-level norms and school-level norms and can help educators make a range of inferences. For example, knowing the spread of the data can help identify students who fall well above or below the school average. When making determinations of relative effectiveness, the SDs linked to school norms can also help determine if schools have roughly the same range of scores.

The norms in the tables below have a very straightforward interpretation. For example, in the status norms for Reading, grade 2 students in the middle of the “begin-year” period had a mean score of 174.7 and a standard deviation of 15.5. To get a sense of how much dispersion there was, the SD 15.5 can be subtracted from the mean and added to the mean to produce a range of about 159–190. Since the norms are based on the bell curve, we know that 68% of all scores are expected to fall between in this range.

2015 READING Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	141.0	13.54	151.3	12.73	158.1	12.85
1	160.7	13.08	171.5	13.54	177.5	14.54
2	174.7	15.52	184.2	14.98	188.7	15.21
3	188.3	15.85	195.6	15.14	198.6	15.10
4	198.2	15.53	203.6	14.96	205.9	14.92
5	205.7	15.13	209.8	14.65	211.8	14.72
6	211.0	14.94	214.2	14.53	215.8	14.66
7	214.4	15.31	216.9	14.98	218.2	15.14
8	217.2	15.72	219.1	15.37	220.1	15.73
9	220.2	15.68	221.3	15.54	221.9	16.21
10	220.4	16.85	221.0	16.70	221.2	17.48
11	222.6	16.75	222.7	16.53	222.3	17.68

2015 MATHEMATICS Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	140.0	15.06	151.5	13.95	159.1	13.69
1	162.4	12.87	173.8	12.96	180.8	13.63
2	176.9	13.22	186.4	13.11	192.1	13.54
3	190.4	13.10	198.2	13.29	203.4	13.81
4	201.9	13.76	208.7	14.27	213.5	14.97
5	211.4	14.68	217.2	15.33	221.4	16.18
6	217.6	15.53	222.1	16.00	225.3	16.71
7	222.6	16.59	226.1	17.07	228.6	17.72
8	226.3	17.85	229.1	18.31	230.9	19.11
9	230.3	18.13	232.2	18.62	233.4	19.52
10	230.1	19.60	231.5	20.01	232.4	20.96
11	233.3	19.95	234.4	20.18	235.0	21.30

2015 LANGUAGE USAGE Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
2	174.5	16.58	184.9	15.34	189.7	15.47
3	189.4	15.20	196.8	14.24	200.0	14.11
4	198.8	14.66	204.4	13.83	206.7	13.64
5	205.6	13.87	209.7	13.23	211.5	13.19
6	210.7	13.79	213.9	13.30	215.3	13.38
7	214.0	13.82	216.5	13.52	217.6	13.70
8	216.2	14.17	218.1	13.92	219.0	14.26
9	218.4	14.15	219.7	13.98	220.4	14.50
10	218.9	15.04	219.7	14.99	220.1	15.74
11	221.5	14.96	222.1	14.85	222.1	15.80

2015 GENERAL SCIENCE Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
3	187.5	11.74	192.6	10.92	195.4	11.01
4	194.6	11.16	198.7	10.75	201.0	10.92
5	200.2	11.06	203.7	10.80	205.7	11.07
6	204.3	11.54	207.1	11.40	208.6	11.73
7	207.2	11.92	209.5	11.87	210.9	12.23
8	210.3	12.28	212.3	12.19	213.5	12.63



Growth norms developed for the 2015 RIT Scale Norms Study reflect the common observation that the rate of academic growth is related to the student's starting status on the measurement scale; typically, students starting out at a lower level tend to grow more. The growth norm tables below show mean growth when the mean grade level status score is used as the starting score. In each case, the starting score is treated as a factor predicting growth. If a particular student's starting score was below the grade level status mean, the growth mean is typically higher. Similarly, students with starting scores above the grade level mean would typically show less growth on average. This procedure, coupled with the inclusion of instructional days in computing the norms, results in a highly flexible and better contextualized reference for understanding MAP RIT scores.

2015 READING Student Growth Norms						
	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	10.3	6.01	6.81	5.46	17.1	8.11
1	10.8	6.00	5.99	5.46	16.8	8.09
2	9.5	6.05	4.52	5.49	14.0	8.20
3	7.3	5.79	3.02	5.33	10.3	7.59
4	5.4	5.56	2.33	5.19	7.8	7.05
5	4.2	5.60	1.97	5.21	6.1	7.15
6	3.2	5.62	1.54	5.22	4.8	7.19
7	2.5	5.58	1.25	5.20	3.7	7.11
8	1.9	6.05	0.99	5.49	2.8	8.19
9	1.1	6.35	0.60	5.68	1.7	8.87
10	0.6	6.72	0.17	5.91	0.7	9.66

2015 MATHEMATICS Student Growth Norms						
	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	11.4	5.56	7.67	5.03	19.1	7.59
1	11.4	5.50	6.97	4.99	18.4	7.45
2	9.5	5.35	5.72	4.90	15.2	7.11
3	7.8	5.08	5.19	4.73	13.0	6.47
4	6.8	5.05	4.78	4.72	11.6	6.41
5	5.8	5.22	4.13	4.82	9.9	6.80
6	4.4	5.20	3.26	4.80	7.7	6.75
7	3.5	5.11	2.47	4.75	6.0	6.55
8	2.9	5.59	1.78	5.05	4.6	7.66
9	2.0	5.81	1.17	5.19	3.1	8.15
10	1.5	6.18	0.85	5.42	2.3	8.92

2015 LANGUAGE USAGE Student Growth Norms						
	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
Grade	Mean	SD	Mean	SD	Mean	SD
2	10.4	6.61	4.74	5.70	15.2	9.83
3	7.4	5.61	3.14	5.06	10.6	7.69
4	5.6	5.26	2.28	4.84	7.9	6.90
5	4.1	5.21	1.76	4.81	5.8	6.78
6	3.2	5.23	1.32	4.83	4.5	6.84
7	2.5	5.14	1.10	4.77	3.6	6.61
8	1.9	5.40	0.96	4.93	2.9	7.22
9	1.4	5.65	0.65	5.08	2.0	7.79
10	0.8	6.03	0.42	5.32	1.2	8.61

2015 GENERAL SCIENCE Student Growth Norms						
	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
Grade	Mean	SD	Mean	SD	Mean	SD
3	5.1	6.28	2.88	5.85	8.0	8.02
4	4.2	5.94	2.27	5.64	6.4	7.19
5	3.5	5.92	2.04	5.63	5.5	7.13
6	2.8	5.92	1.59	5.63	4.3	7.14
7	2.3	5.91	1.39	5.62	3.7	7.10
8	2.0	6.09	1.24	5.73	3.2	7.56

**Using school norms:** Just as references to performance at the student level are important, school-level references can provide important insights. Because student-level norms are inappropriate for understanding the performance and progress of groups of students—such as students from a specific grade level—the 2015 RIT Scale Norms Study includes norms for schools in addition to student norms for status and growth.

School-level norms provide references for comparing how grade levels of students within a school compare, as a group, to:

- the same grade level of students in another specific school
- the same grade level of students in public schools across the U.S.

This allows school and district administrators to use school-level norms to monitor school performance over time, and to compare schools' performance within the district. The tables below contain school norms for growth. The important difference between student and school growth is in the SD (standard deviation) columns. As the tables show, the growth of students at any grade level is understandably more muted than the growth of the individual students.

2015 READING School Growth Norms						
	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	10.3	1.73	6.8	1.29	17.1	3.02
1	10.8	1.59	6.0	1.20	16.8	2.79
2	9.5	1.43	4.5	1.07	14.0	2.50
3	7.3	1.17	3.0	0.88	10.3	2.05
4	5.4	0.96	2.3	0.72	7.8	1.68
5	4.2	1.02	2.0	0.77	6.1	1.78
6	3.2	1.10	1.5	0.82	4.8	1.92
7	2.5	1.05	1.3	0.79	3.7	1.83
8	1.9	1.29	1.0	0.97	2.8	2.25
9	1.1	1.33	0.6	1.00	1.7	2.32
10	0.6	1.59	0.2	1.19	0.7	2.78

2015 MATHEMATICS School Growth Norms						
	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	11.4	1.77	7.7	1.32	19.1	3.09
1	11.4	1.71	7.0	1.28	18.4	2.99
2	9.5	1.52	5.7	1.14	15.2	2.66
3	7.8	1.26	5.2	0.94	13.0	2.20
4	6.8	1.30	4.8	0.97	11.6	2.27
5	5.8	1.54	4.1	1.16	9.9	2.70
6	4.4	1.33	3.3	1.00	7.7	2.33
7	3.5	1.22	2.5	0.92	6.0	2.13
8	2.9	1.26	1.8	0.94	4.6	2.20
9	2.0	1.36	1.2	1.02	3.1	2.38
10	1.5	1.53	0.9	1.15	2.3	2.67

2015 LANGUAGE USAGE School Growth Norms						
	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
Grade	Mean	SD	Mean	SD	Mean	SD
2	10.4	1.49	4.7	1.12	15.2	2.61
3	7.4	1.29	3.1	0.97	10.6	2.26
4	5.6	1.02	2.3	0.77	7.9	1.79
5	4.1	0.98	1.8	0.74	5.8	1.71
6	3.2	1.04	1.3	0.78	4.5	1.82
7	2.5	1.07	1.1	0.81	3.6	1.88
8	1.9	1.09	1.0	0.82	2.9	1.90
9	1.4	1.25	0.7	0.94	2.0	2.18
10	0.8	1.44	0.4	1.08	1.2	2.52

2015 GENERAL SCIENCE School Growth Norms						
	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
Grade	Mean	SD	Mean	SD	Mean	SD
3	5.1	1.24	2.9	0.93	8.0	2.16
4	4.2	1.07	2.3	0.80	6.4	1.87
5	3.5	1.07	2.0	0.80	5.5	1.87
6	2.8	0.91	1.6	0.68	4.3	1.58
7	2.3	0.79	1.4	0.60	3.7	1.39
8	2.0	0.99	1.2	0.74	3.2	1.72

## MAP RIT Scale Norms Study Design/Method: Comparing 2015 to 2011

Design/Method	2011	2015	Benefit to Norms	Results and Reports
<b>Time span</b>	5 terms, Spring 2009- Fall 2011	9 terms, Fall 2011- Spring 2014	Improves results accuracy	Uses more data for curve fitting
<b>Instructional time</b>	High % of generic calendars	Lower % of generic calendars	Improves results accuracy	Uses better measures of instructional time
<b>Growth Model</b>	Regular polynomial	Additive polynomial	Improves results accuracy	Reduces seasonal bias
<b>Weights</b>	School Challenge Index 1.0	School Challenge Index 2.0	Improves results accuracy	Better-recognizes demographic differences between states
<b>Growth Terms</b>	Spring-Spring, Fall-Fall, Fall-Spring, Fall-Winter	Winter-Winter, Fall-Fall, Spring-Spring, Fall-Winter, Fall-Spring, Winter-Spring	Increases reports utility	Adds new term-to- term comparisons
<b>Student and School Norms in the Same Study</b>	Separate Studies	Same Study	Increases reports utility	Appropriately supports student and school grade- level comparisons

Thum & Hauser, 2015 Student and School RIT Norms Research Update 1; 4/9/2015

## Attachment 3

In 1999, achievement gaps based on race and socioeconomic status were large and persistent, and there were few examples of schools, much less school systems, that defied this trend. Confronted by the dominant attitude that demographics were destiny, a group of committed educators, led by Dacia Toll and Doug McCurry, set out on a mission to provide equal education access to all America's children and conceived of a school in which high expectations and strong student outcomes were the norm – where access to four-year college for low-income students and those of color was a right, not a privilege. That year, the group established their first school, Amistad Academy, in what would eventually grow into Achievement First (AF), a network of 32 high-performing public charter schools in five cities serving nearly 12,000 students.

Since the very first high school class at Amistad graduated seven years ago, AF has been committed to tracking the success of their alumni, 80% of whom are “first generation college” students. Over time, it became clear that, while 97% of AF alums enrolled in college right after finishing their AF high school – an impressive college matriculation rate – their college completion levels were on track to be far lower – between 30-50%. While AF's college graduation rate was drastically higher than the 8% rate for low-income students nationally, AF aspires to completely close the achievement gap and wants college graduation rates for their students that are similar to

the 77% completion rate that top-income quartile students achieve.

Achievement First is a network of  
32 high-performing public  
charter schools in five cities  
serving nearly 12,000 students

In surveys and interviews, a number of AF alumni report difficulty managing time and working independently in college. Some also admitted feeling reluctant to ask for help when they struggle, which means that small problems become big ones too quickly, forcing many to either abandon college entirely, forsake scholarship support, take time off, or transfer to 2-year colleges. As one AF counselor notes: “Some alumni who ‘check out’ and stop trying do so because they see their challenges as too big to tackle, rather than having the self-care concepts, exercises and mindsets to help them better manage the stress and defeated mindsets that can be overwhelming.”

Several years ago, AF's leaders reflected on these trends and recognized that they needed to do more to ensure more of their young people really thrived in college and beyond. Around the same time, within the larger world of K-12 education, the Common Core State Standards were making their jolting entrance. Far more rigorous than prior state tests on which AF students soared, these CCSS-based tests revealed gaps in AF students' abilities to engage in higher order thinking and complex, non-standard problem-solving. These dynamics, combined with Dacia and Doug's own personal and poignant experiences as parents of school-aged children, added urgency to rethink AF's core model.

With all these needs as a backdrop, in the fall of 2014, they went in search of new approaches, learned more about the power of design thinking, were exposed to the great work of Diane Tavenner from Summit Public Schools, and engaged in conversations with school designers Aylon Samouha and Jeff Wetzler<sup>2</sup> – all of which increased their sense of possibility for taking on bold innovation. They decided officially to launch what would become a multi-year innovation effort to create a new model of school for AF. Their work over the past few years, leading up to and including a 2-site pilot in 2015/16, has required courageous vision, creativity, leadership, and a strong, engaged team. The process has not always been neat and clean, but the team has adapted, and the model moves forward, improving and iterating along the way.

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## DREAMING AND DISCOVERING

Dacia and Doug pictured an open, green field, with nothing on it and asked the question, “If you could build any school -- to develop the best prepared students in the world -- what would you build?” From there, the project took on the name, AF Greenfield schools, to signal the bold sense of possibility that the initiative embodied.

Their early explorations led them to IDEO, an international design firm with whom they partnered in January, 2014 to engage in user-centered research and brainstorming. IDEO interviewed AF parents, students and alumni and conducted extended home visits and ethnographies to understand the daily life of students. They also conducted interviews with a number of AF teachers and leaders, as well as experts outside of AF – education pioneers, business leaders, and scholars in brain science research and social-emotional learning. In particular, schools such as Summit, Acton Academy, High Tech High, Match Next, BASIS, Ron Clark Academy, and Montessori For All inspired their imagination and generated many insights that ended up in the Greenfield model. Throughout the process, the team conducted more than 70 deep-dive sessions and one-on-one engagements with students, parents, staff, and external advisors to iterate on the model. This culminated, in Summer, 2014, with strong enthusiasm for the emerging vision from even some of the most initially skeptical leaders across the organization.

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<sup>2</sup> Aylon Samouha and Jeff Wetzler are co-founders of [Transcend](#), a non-profit focused on accelerating innovation in school model design. Since its inception, they have provided significant design leadership to the Greenfield project, drawing upon collectively decades of senior leadership in organizations such as Teach For America, Rocketship Schools, and Score! Education. The launch of Transcend was inspired by A.F.'s Greenfield Schools project, which demonstrated both the power of blue-sky user-centered design thinking in school innovation and the need for significant, expert R&D capacity to undertake the work in a rigorous way.

The K-8 model that emerged from this design process is described below. It is important to note that over time, the specific design elements have evolved, and realizing the full potential of the design is still a work in progress.

The design process started by defining the essential outcomes that the model would seek to maximize:



► **Accelerated Academics** — Given its importance for student success, the design starts with the premise that students can and will achieve excellence in academics — the kind of excellence that would manifest in students passing the equivalent of at least 10 AP classes by the time they graduate high school, ranking with top students around the world on PISA, and performing at high levels in the country's top universities.

► **Habits of Success** — Because students' long-term success requires more than world-class academic knowledge and skills, the Greenfield design prioritizes six "habits of success" to intentionally foster: Curiosity, Personal Growth, Empathy, Gratitude, Drive, and Teamwork.

► **Excellence in Enrichment** — A strong conviction that emerged in this process was that all students need and deserve the opportunity to pursue excellence outside of traditional academics. As such, the Greenfield design offers students the chance to explore and ultimately go deep in one or more enrichment areas, currently martial arts, dance, music, and "STEM inventions" (e.g. robotics, coding, etc.).

► **Student, Family and Staff Motivation** — Recognizing the challenges that students will encounter after they graduate, the team decided that motivation itself should be its own outcome. The Greenfield model aims for students, staff, and families to exhibit an unstoppable level of shared commitment and drive — consistently going the extra mile to inspire each other to push on in pursuit of their dreams.

With these audacious outcomes, the question then became, how do we build a school design that maximizes these outcomes for all students? From all the research that the team explored — both user-research and expert findings — as well as AF's own convictions, the team landed on three "design anchors" that would undergird every aspect of the model:

► **Accelerated Expectations** — This design anchor was based on AF's lived experience — supported by a robust research base — that expectations can be a self-fulfilling prophecy. They wanted a design that was unapologetically based on accelerated expectations — not just for academics, but also for the essential "habits of success," enrichment areas, and the motivation and hard work of everyone in the school community.

► **Awesomely Powerful Community** — This design anchor was based on the insight that a deep sense of belonging and shared purpose among all members of the school community (students, staff, families) is essential to students feeling supported, affirmed, challenged, and responsible for contributing to the success of others.

► **Ownership and Personalization** — This design anchor was based on the research and conviction that when students feel ownership over their own learning and agency over their lives, they have more of the intrinsic motivation needed to sustain hard work. Their learning paths should be tailored to meet their individualized needs and goals, making learning more relevant and students more motivated to work hard.



Above: Design Anchors

## CORE ELEMENTS OF THE MODEL DESIGN THAT EMERGED

The Greenfield design centers around students' own dreams and goals. Every student has her own **Dream Team**, which can include parents, caregivers, siblings, community members (such as a pastor or a coach), as well as at least one teacher (who plays the role of "Goal Coach") and another student (called a "Running Partner"). The purpose of the Dream Team is to capitalize on all the love that surrounds students in their lives — which is often not engaged in traditional school models — to support students in articulating their aspirations, stretching their sense of possibility, catching them when they fall, and converting their dreams into goals. As an alternative to a more typical "Report Card Night," Greenfield students lead meetings with their full Dream Teams every quarter to share goals and progress and enlist their Dream Team's support to move forward with success.

During the school day, students are organized into close-knit Goal Teams of 8-10 students and their respective Goal Coach to reflect together on their progress and challenges, focus on specific Greenfield habits, set



For more on the model's design, click on the 90 second video above.



Or dive into the more detailed [Greenfield Blueprint](#) for more specifics.



upcoming goals, and work through plans for meeting them. Within **Goal Teams**, each student has a **Running Partner**, a fellow student with whom they are paired to provide additional support and accountability to one another.

In the Greenfield model, students pursue their dreams and goals through **four modalities of learning** intended to match the best mode to that particular content in a way that accelerates students' progress. During **self-directed learning time**, students build responsibility, ownership, and identity by taking control of the pace, sequence, and some of the content of their learning through playlists and other independent learning activities. During **small-group learning**, students work with instructors in small group tutorials, to go deeper, do close-reading together, detect and correct errors, and receive individualized feedback. In **large group learning**, experienced educators lead students in seminars, debates, simulations, and scientific experimentation to explore deeper questions. The daily schedule itself offers a mixture of all three modes of learning, including two enrichment activities each day (dance, martial arts, music, and STEM inventions). Lastly, the fourth learning modality, **immersive expeditions**, happen for 1-2 weeks every 8 weeks. Expeditions are experiential opportunities for students



Above: Four Learning Modes



Individualized attention for students

to deeply explore the world and apply skills in a context beyond the walls of the school (and a chance for staff to have extended periods of professional development, data reflection, planning and rejuvenation). Compared to the pre-Greenfield AF design, students spend far less time in large-group learning and far more time engaged in self-directed learning (approx. 2 hours/day), small group learning (approx. 2 hours/day), and expeditions (4-8 weeks per year depending on the age of the student).

The school model also draws upon research in learning and motivation and builds in structures such as regular **“high-heart-rate moments”** throughout the day, as well as an approach to behavior which

combines AF’s classically high expectations with restorative practices. Finally, the school has a Community Dean, whose role is to foster community by working with all staff, students, and families to build high levels of trust and shared commitment for students to pursue their greatest dreams.

To enable all of the above, the design integrates innovations in staffing and technology. Experienced teachers serve as content-specific “leads,” who facilitate large group learning environments such as humanities seminars or science labs. Leads are supported by “instructors” (often teachers in their first 1-2 years of teaching) who facilitate small group instruction, support self-directed learning, and provide extra tutorials and interventions for students who need it. Staff schedules are staggered to accommodate the longer school day so that different teams of teachers can support arrival and dismissal and still maintain full focus on planning and instruction. Further, the expeditions learning mode, which is led by a specialist team and external experts, provides internal staff with greater time for data reflection, planning, professional development and some additional vacation days throughout the year. From a technology perspective, a **personalized learning platform** brings it all together, enabling students to set and reflect on goals, move through playlists, track progress, and communicate transparently with staff and families.



Click [here](#) or go to page 10 to see a sample daily schedule for Grades 3-6.

## TESTING THE WATERS: EARLY PROTOTYPES WITHIN EXISTING AF SCHOOLS

**W**ith the above vision and blueprint sketched out, the team brought on two school leaders who would eventually lead the pilot sites. AF also created a separate R&D team – referred to as “the Greenfield Design team” that included the school leaders, two curriculum specialists with expertise in the elementary and middle school levels, a technologist, an operations lead, a project manager, and Aylon Samouha as project leader. The role of this design team was to build and/or integrate and test elements of the model, including: instructional content, technology, schedules, budgets, architectural space, staffing, and more.

In early 2015, the team set about testing components of the Greenfield design in very small-scale ways, through light prototypes within existing AF elementary and middle schools. They tested many aspects of the model, including: self-directed learning content, small-group tutorials, goal teams, community time, and high heart-rate moments. The team found these prototypes to be highly encouraging, both in terms of hard data and teacher, student and parent feedback. In the middle school, after the 6-week period under study, the 5th graders who



Above: Early prototype of self-directed learning time in Kindergarten

participated generated the highest gains in the AF network on the interim assessment, whereas previously, this same 5th grade cohort had the lowest network-wide growth. In the kindergarten classroom that prototyped elements of the new model, students made strong gains in math and in the performance of top students.

Teachers who had participated in the kindergarten pilot decided to adopt elements of the model on an on-going basis after the pilot, even without support from the Greenfield team. Fifth grade teachers shared how they were able to foster drive in their students and thus set the bar higher for what they expected of them. One teacher shared how she was “able to push a student from a 7 to a 10.” In surveys and interviews, students shared excitement about their engagement and learning in ways that suggested the power of the model. One student reported that being “a strong student means

also to teach yourself and go beyond the boundaries of learning.” Parents raved as well. When describing her child’s experience during the pilot, one 5th grade parent noted that her son “made more progress this week than I’ve seen him make all year. It’s like a light came on.”

The prototypes also revealed some gaps and new insights. The team quickly realized how important it is to establish clear routines for self-directed learning time and to scaffold the modules to optimize student engagement. They also saw that for students to get the benefits of authentic reflection during goal-setting time, students needed more time and more deliberate practice (which they began using journals to support). Finally, through rapid prototyping, they appreciated how fast teachers’ instructional practice can change with deliberate cycles of iteration on key aspects of the model, such as close reading strategies and allocation of time within instructional blocks.

## MOVING FROM PROTOTYPE TESTING TO WHOLE-GRADE PILOTS

**B**uilding on enthusiasm and learnings from the early prototyping, AF developed two, whole-grade pilot settings: One for middle school grades 5 and 6, and the other for kindergarten. These were set up as opportunities to work with students, staff and families to continue building and refining the design in action. As such, AF kept the Greenfield design team intact, so that it could have capacity to support the school, study what was working (or not), make real-time adjustments along the way, and continue to build content.

In early 2015, the school leaders recruited staff members for the pilot settings and collaborated closely with other members of the design team to create all aspects of the model, from instructional content and assessments, to technology, to staff roles and PD, to social-emotional habits development curriculum, to space design, and much more. By April 2015, Community Deans, responsible for cultivating and sustaining strong school culture, were hired; by June 2015, almost all other staff members were hired. Staff training began in July 2015, and students arrived in late August 2015.

Heading into these whole-grade pilots, AF knew that this pilot year would likely be THE most informative part of the design process, because elements of the model could be tried and refined in real-time based on results and experiences of students, staff and families. At the end of the first year, much has been learned so far.

### A Very Challenging Start...

In both the kindergarten and middle school pilots, students and staff entered with gusto and enthusiasm but quickly, the team discovered that students varied widely in their readiness for the increased autonomy and responsibility that the model provided. Some thrived with the freedom, racing ahead in their playlists and challenging the design team to keep up with the pace of content creation. However, many students responded to the large self-directed-learning spaces and long blocks of time with behaviors that were off-task or unfocused. Quickly, it became evident that scaffolding – in the forms of clearer and more explicit expectations, more structure and support for some students, and modifications to the school’s schedule (3 iterative schedule revisions over 12 weeks) – would be necessary to ensure that students’ behavior did not fall below a ‘waterline.’ In addition, AF increased coaching and support in classroom management and instruction for staff



Above: Early prototype of ‘high heart rate’ moments.



members across both pilot sites. In the kindergarten pilot, which was staffed almost entirely by teachers who had taught at AF the year before, these adjustments and iterations led to a more stable culture and a strong foundation to implement more and more elements of the model, with growing success.

However, in the middle school pilot, with more new staff, the challenges persisted. This resulted in delaying the launch of certain elements of the model that had been planned to launch from the start – such as dream teams, elements of goal teams, explicit habits of success development, and expeditions – to focus on stronger implementation of the core classroom culture expectations throughout the different



Above: Kindergarten self directed learning time.

learning modalities, enrichment, and goal team time.

Even so, many staff felt increasingly confused, frustrated and unsuccessful. Students – while they enjoyed many aspects of the model such as directing their own learning and additional enrichment – were not exhibiting the habits of success, and several had more oppositional relationships with teachers than anyone would want (particularly given the model's aspiration for a more restorative orientation towards behavior). Design team members found it hard to see that the significant work they had put into content creation was not playing out in execution. In short, the combination of a new model, new leadership, new staff, and rapid changes led to significant challenge and struggle in the middle school pilot throughout at least much of the fall and into the winter.



Above: Middle school self-directed learning time.

The design team continued to iterate on aspects of the schedule, simplified roles and responsibilities of new staff, and modified content to provide more scaffolding for struggling students. They also brought in additional leadership and teacher support to reboot culture and foster more effective instruction. Slowly but steadily, middle school culture stabilized, and more and more elements of the original model's design were introduced, including dream teams and expeditions.

The ability for AF to make so many critical, responsive model shifts in a matter of months is a testament to the mindset of iteration and the R&D capacity to support it. A typical school team would not have the capacity to make these sorts of shifts so rapidly.

### Amidst The Challenges, Many Bright Spots...

Despite the challenges described above (and while it is premature to draw definitive conclusions), there is emerging evidence from the pilot school year that suggests the Greenfield model has promise:

#### Academics:

► End-of-year kindergarten reading scores exceeded AF's ambitious goals of 90% proficient and 40% advanced levels, and the team is hopeful that greater exposure to word and world knowledge will show even more payoffs down the road in comprehension. Math gains at mid-year were off-target, despite high levels of student achievement on math modules during self-directed learning. The team responded by making mid-year adjustments to the curricular scope and sequence, and by the spring administration of the NWEA MAP test, nearly 60% of students showed at least 75th percentile growth from the start of the year (which exceeded the team's ambitious goal of 45%).



In this [blog post](#), AF leader Marc Michaelson describes the March, 2015 middle school expeditions.



In this [blog post](#), teacher Kevin Langstaff observes how a Chess Expedition impacted the relationship between two students.

► In the middle school pilot, despite 30% new students to the school (who had not previously been at AF schools) and the many challenges described earlier, grade 5 and 6 ELA weekly quiz scores rose during the year, and, by late spring, routinely ranked #1 or #2 in the AF Connecticut network. Teachers indicated that close-guided reading in small and large groups, coupled with self-directed learning (SDL), have helped deepen levels of reading comprehension and sophistication. Grade 5 math exceeds the CT network average, although grade 6 math scores are below the average. Interventions were put in place later in the year to address math performance in particular, with many students volunteering to meet with individual teachers to work on math after school.

### Habits of Success and Enrichment:

► To assess progress towards other outcomes - such as habits of success and motivation, the design team has conducted mixed methods research that includes classroom observations, interviews, surveys, and student focus groups. In the kindergarten pilot, students have begun to exhibit empathy, curiosity, and gratitude in ways that reveal the impact of the model's intentionality around social-emotional development. For example, students regularly cheer for friends who make progress, care for others who are sad, and remove themselves from a situation when frustrated (so they can calm down and write about or illustrate their feelings in the reflection chair). Teachers throughout the elementary school building report that this kindergarten class is particularly kind, calm and mature compared to prior years.

► With respect to building drive, students in the kindergarten and middle school pilots report that they like self-directed learning (SDL) for the chance to drive progress towards their goals. As one student put it, "I love SDL; I can go at my own pace and pick and choose what I want to do." Another middle-schooler keenly observed, "I like SDL because I know that in life, I won't always have a teacher telling me what I need to know. In SDL, I figure it out for myself."

► With respect to building the habits of personal growth and teamwork, enrichment and expeditions have proved particularly valuable, as students engage in activities outside their comfort zone. External experts have joined the staff to facilitate robotics, art, playwriting, architecture, debate, international culture, farming, ceramics, Shakespeare, 3D design, and photography. In many cases, students initially wanted to give up, but they persisted and designed, for example, robots that would clean their houses, and a proposed addition to the school facility. Music, in particular, has offered students opportunities to learn to play an instrument, to appreciate the power of practice, to identify patterns, to lead by teaching others, and to work together to create beautiful sounds. Students bring their instruments home, play them during lunch, and stay after school to play some more.



Above: Middle school photography expedition



Above: Student pursuing enrichment in music

### Motivation:

► Despite the ups and downs of living in a new school pilot, the teachers and students of Greenfield have demonstrated persistence. In the kindergarten pilot, there has been no student attrition, and in the middle school, attrition is at 1.4% (versus a network average of 2%).

► As for staff, every staff member in the kindergarten is expected to return next year, and over 90% of the middle school teachers to whom AF extended offer letters are expected to return. In kindergarten, 100% of parents attended their child's first Dream Team presentation in October, and they sustained their involvement throughout the year—98% attended in December, and 95% attended in March. Parents mouthed giant "wows" during Dream Team time as their children shared presentations that revealed their academic and personal goals and achievements, as well as strategies for success. After one father listened to his daughter's presentation, he said, "I'm so proud of you. I didn't know you could do all that!"



Above: Children pursuing enrichment in martial arts

## Stage 1 – Desired Results

UbD Template - with question prompts

### Established Goal(s):

**G**

- *What relevant goals (e.g., Content Standards, Course or Program Objectives, Learning Outcomes etc.) will this design address?*

### Understanding(s):

**U**

*Students will understand that...*

- *What are the “big ideas”?*
- *What specific understandings about them are desired?*
- *What misunderstandings are predictable?*

### Essential Question(s)

**Q**

- *What provocative questions will foster inquiry, understanding, and transfer of learning?*

*Students will know...*

**K**

*Students will be able to...*

**S**

- *What key knowledge and skills will students acquire as a result of this unit?*
- *What should they eventually be able to do as a result of such knowledge and skill?*

## Stage 2 – Assessment Evidence

### Performance Task(s):

**T**

- *Through what authentic performance task(s) will students demonstrate the desired understandings?*
- *By what criteria will “performances of understanding” be judged?*

### Other Evidence:

**OE**

- *Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results?*
- *How will students reflect upon and self-assess their learning?*

## Stage 3 – Learning Plan

### Learning Activities:

**L**

- W = help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?
- H = hook all students and hold their interest?
- E = equip students, help them experience the key ideas, and explore the issues?
- R = provide opportunities to rethink and revise their understandings and work?
- E = allow students to evaluate their work and its implications?
- T = be tailored (personalized) to the different needs, interests, abilities of learners
- O = be organized to maximize initial and sustained engagement as well as effective learning?



## Stage 1 – Desired Results

**Established Goal(s):** GA SS4H6 The student will explain westward expansion of America between 1801 and 1861. a. describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis & Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns) b. describe the impact of life in America.

G

### Understanding(s):

U

*Students will understand that...*

- Many pioneers had naive ideas about the opportunities and difficulties of moving West.
- People move for a variety of reasons -- for new economic opportunities, greater freedoms or to flee something.
- Successful pioneers rely on courage, ingenuity, and collaboration to overcome hardships and challenges.

### Essential Question(s)

Q

- Why do people move? Why did the pioneers leave their homes to head west?
- How do geography and topography affect travel and settlement?
- Why did some pioneers survive and prosper while others did not?
- What is a pioneer? What is "pioneer spirit"?
- What was pioneer life really like?

*Students will know...*

K

- key facts about the westward movement and pioneer life on the prairie
- pioneer vocabulary terms
- basic geography (i.e., the travel routes of pioneers and location of their settlements)

*Students will be able to...*

S

- recognize, define, and use pioneer vocabulary in context
- use research skills (with guidance) to find out about life on the wagon train and prairie
- express their findings orally and in writing

## Stage 2 – Assessment Evidence

### Performance Task(s):

T

- Create a museum display, including artifacts, pictures, and diary entries, depicting "a week in the life" of a family of settlers living on the prairie. (What common misunderstandings do folks today have about prairie life and westward settlement?)
- Write 1 letter a day (each representing a month of travel) to a friend "back east" describing your life on the wagon train and the prairie. Tell about your hopes and dreams, then explain what life on the frontier was really like. (Students may also draw pictures and explain orally.)

### Other Evidence:

OE

- oral and/or written response to one of the Essential Questions
- drawing(s) showing hardships of pioneer life
- test on facts about westward expansion, life on the prairie, and basic geography
- explanation of the "memory box" contents

## Stage 3 – Learning Plan

### Learning Activities:

(selected)

L

- Use K-W-L to assess students' prior knowledge and identify learning goals for the unit.
- Revise Prairie Day activities (e.g., substitute Oregon Trail 2 computer simulation for "dress the pioneer" and ask for journal entries while the simulation is played).
- Include other fictional readings linked to the identified content standards/understandings (e.g., Little House on the Prairie, Butter in the Well).
- Create a "timeline map" of a pioneer family's journey west.
- Add non-fiction sources to accommodate various reading levels, such as Life on the Oregon Trail, Diaries of Pioneer Women, and Dakota Dugout. Guide students in researching the period using a variety of resources.
- Review the scoring rubrics for "memory box," museum display, letters, and journals before students begin the performance tasks. Include opportunities for students to study examples of these products.

"after" backward design



# Scope and Sequence

## Kindergarten–Grade 5 Lessons

### Kindergarten

<b>Unit 1: Skills for Learning</b>	<b>Unit 2: Empathy</b>	<b>Unit 3: Emotion Management</b>	<b>Unit 4: Problem Solving</b>
1. Learning to Listen 2. Focusing Attention 3. Following Directions 4. Self-Talk for Staying on Task 5. Being Assertive	6. Feelings 7. More Feelings 8. Identifying Anger 9. Same or Different? 10. Accidents 11. Caring and Helping	12. We Feel Feelings in Our Bodies 13. Managing Frustration 14. Calming Down Strong Feelings 15. Handling Waiting 16. Managing Anger 17. Managing Disappointment 18. Handling Being Knocked Down	19. Solving Problems 20. Inviting to Play 21. Fair Ways to Play 22. Having Fun with Our Friends 23. Handling Having Things Taken Away 24. Handling Name-Calling 25. Reviewing <i>Second Step</i> Skills

### Grade 1

<b>Unit 1: Skills for Learning</b>	<b>Unit 2: Empathy</b>	<b>Unit 3: Emotion Management</b>	<b>Unit 4: Problem Solving</b>
1. Listening to Learn 2. Focusing Attention 3. Following Directions 4. Self-Talk for Learning 5. Being Assertive	6. Identifying Feelings 7. Looking for More Clues 8. Similarities and Differences 9. Feelings Change 10. Accidents 11. Showing Care and Concern	12. Identifying Our Own Feelings 13. Strong Feelings 14. Calming Down Anger 15. Self-Talk for Calming Down 16. Managing Worry	17. Solving Problems, Part 1 18. Solving Problems, Part 2 19. Fair Ways to Play 20. Inviting to Join In 21. Handling Name-Calling 22. Reviewing <i>Second Step</i> Skills

### Grade 2

<b>Unit 1: Skills for Learning</b>	<b>Unit 2: Empathy</b>	<b>Unit 3: Emotion Management</b>	<b>Unit 4: Problem Solving</b>
1. Being Respectful 2. Focusing Attention and Listening 3. Using Self-Talk 4. Being Assertive	5. Identifying Feelings 6. Learning More About Feelings 7. Feeling Confident 8. Respecting Different Preferences 9. Showing Compassion 10. Predicting Feelings	11. Introducing Emotion Management 12. Managing Embarrassment 13. Handling Making Mistakes 14. Managing Anxious Feelings 15. Managing Anger 16. Finishing Tasks	17. Solving Problems, Part 1 18. Solving Problems, Part 2 19. Taking Responsibility 20. Responding to Playground Exclusion 21. Playing Fairly on the Playground 22. Reviewing <i>Second Step</i> Skills

### Grade 3

<b>Unit 1: Skills for Learning</b>	<b>Unit 2: Empathy</b>	<b>Unit 3: Emotion Management</b>	<b>Unit 4: Problem Solving</b>
1. Being Respectful Learners 2. Using Self-Talk 3. Being Assertive 4. Planning to Learn	5. Identifying Others' Feelings 6. Understanding Perspectives 7. Conflicting Feelings 8. Accepting Differences 9. Showing Compassion 10. Making Friends	11. Introducing Emotion Management 12. Managing Test Anxiety 13. Handling Accusations 14. Managing Disappointment 15. Managing Anger 16. Managing Hurt Feelings	17. Solving Problems, Part 1 18. Solving Problems, Part 2 19. Solving Classroom Problems 20. Solving Peer-Exclusion Problems 21. Dealing with Negative Peer Pressure 22. Reviewing <i>Second Step</i> Skills

## MindUP Curriculum Implementation

**MindUP™ teaches social and emotional learning skills that link cognitive neuroscience, positive psychology and mindful awareness training utilizing a brain centric approach.**

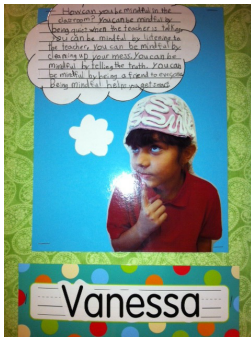


*Literacy class explores couplets using MindUP and neuroscience as a subject.  
Dallas, Texas*

MindUP™ is a research-based training program for educators and children. This program is composed of **15 lessons** based in neuroscience. Students learn to self-regulate behavior and mindfully engage in focused concentration required for academic success. MindUP™ lessons align with all state standards including Common Core and support improved academic performance while enhancing perspective taking, empathy and kindness as well as fostering complex problem solving skills.

**Founder Goldie Hawn collaborated with neuroscientists, cognitive psychologists and educators to create MindUP™**, a program that fosters a classroom-learning environment where a child's ability to academically succeed and personally thrive is maximized and directly linked to their overall state of

well-being. Rigorously researched and accredited by CASEL, MindUP™ has been proven to reduce stress, improve academic performance, strengthen abilities for concentration and help children and educators thrive in a setting that becomes a community of learners.



MindUP™ **nurtures optimism** and happiness in the classroom, **helps eliminate bullying and aggression, increases empathy and compassion**, while **resolving peer conflicts** in schools.

MindUP™ **prepares teachers** with the instructional shifts needed to achieve maximum academic performance using the Common Core academic standards. MindUP™ also aligns with the Marzano Framework for dynamic educators.

MindUP™ serves thousands of children globally each year, preparing children to be able to navigate 21st century challenges while maximizing opportunities for success in life.

Being mindful calms me down when I am angry. It helps me not get in a big fight because I don't want to hurt my friends. It also helps me focus on my work." -Sixth grade Student

Teachers who have used MindUP™ in their classrooms report 100% satisfaction with the program stating, "It saves them time, helps to maintain student focus and I have more control and patience while the kids are more engaged in learning".

### Utilizing MindUP™ in the classroom allows teachers to:

- Help kids maintain focused attention
- Form more accurate perceptions of students
- Think more clearly especially under pressure
- Improve communication with students, parents and staff
- Improve the overall classroom climate by infusing it with optimism and hope
- Helps to create a stronger, more vibrant school culture

## Mindset Works: Brainology Curriculum Implementation

### Company

Mindset Works is the global leader in growth mindset training for educators and students, leveraging the pioneering research of their co-founders Carol Dweck and Lisa Blackwell. Our mission is to enable a world in which people seek and are fulfilled by ongoing learning and growth. We translate lessons from leading universities into programs that schools can use to increase student motivation and learning. Our Brainology<sup>®</sup> program motivates middle school and high school students to take an active role in their own academic development and gives them the tools to succeed. Children learn relevant neuroscience along with study skills, a combination that sparks their passion for learning and increases student achievement. Mindset Maker™ is an online course for teachers to learn instructional practices that foster student ownership over their own learning. These programs are available to students, educators, administrators, parents and anyone interested in learning how to improve their intelligence and abilities at [www.mindsetworks.com](http://www.mindsetworks.com).

### Science

The Brainology<sup>®</sup> online program was developed by one of the world's leading researchers in the field of motivation, Stanford University professor [Carol S. Dweck, Ph.D.](#) and her colleague [Lisa Sorich Blackwell, Ph.D.](#) Their mission has been to research what helps students to achieve highly and to apply those lessons learned to improving their motivation and achievement. They discovered that developing a growth mindset -- the core belief that abilities are malleable and not fixed -- is critical to adopting learning-oriented behavior. Brainology is based on this research which they have pursued for more than 20 years. For more information on the science, visit our [Science](#) page.

### Product: The Brainology<sup>®</sup> Program

Brainology<sup>®</sup> Brainology is an award-winning, online program that teaches brain science and study skills to middle school and high school students. In the program, students develop a growth mindset, the core belief that abilities, rather than being fixed, are developed over time. Research shows that this powerful belief leads to an increased focus on learning, greater resilience, and superior achievement. The program has been used in schools and homes in most U.S. States and several countries with enthusiastic reviews by teachers, parents and students.

BRAIN-BASED LEARNING ARTICLE TAKEN FROM EDUTOPIA

# Brain Labs: A Place to Enliven Learning

OCTOBER 22, 2015



[Photo credit: Learning Space Toolkit via flickr \(CC BY-SA 2.0\)](#)

Although emotion and cognition originate in different parts of the brain, they interact and play a powerful role in learning and memory. According to neuroscientists like [Eric Jensen](#), priming the brain for particular states of engagement -- such as curiosity, intrigue, surprise, suspense, a bit of confusion, skepticism, and the feeling of safety -- prepares the mind to learn. Furthermore, incorporating emotion into our instruction and content supports long-term memory. This might not be news to teachers, but not enough students know how to optimize their brain for learning. That's why every child should have the opportunity to explore neuroscience in a **brain lab**.

## What Is a Brain Lab? What Is Its Purpose?

Every school or classroom should have a student- and teacher-created brain lab with these goals:

- Enhancing learners' cognitive, emotional, and social well-being
- Teaching students how their brains work
- Supporting students as they explore their thinking and feelings about topics, relationships, and experiences
- Helping students regroup and refocus
- Improving academic achievement and standards
- Crossing disciplinary boundaries



Students could be assigned personal folders with choices of lab activities. Meanwhile, teachers might choose a brain topic each week or month, such as stress, memory, or exercise, movement, and the brain.

### Using Pop Culture to Study the Brain

Some brain-related topics could take advantage of recent research and pop culture. For example, one module might include activities related to the ideas expressed by Pixar's film [Inside Out](#) in order to show how the brain processes thoughts, feelings, and experiences. The movie teaches a fundamental principle about the mind: We can control how our brain reacts to life's challenges. Students can learn to alleviate sadness, increase joy, or activate anger when necessary. Brain lab would be the space to explore how all emotions connect to students' lives and interests, as well as the academic curriculum.

Another key element of the brain lab curriculum would be the study of how students can adjust their thinking to positively reframe events originally perceived as negative. The understanding of **neuroplasticity**, defined as the brain's ability to change or adapt based upon experiences, can help students become better and smarter while learning about this important concept, as depicted in the [Backwards Brain Bicycle](#). This short video demonstrates how neural pathways that are traveled frequently become hardwired into habits difficult to change without deliberation and effort. After viewing the video, students could share one undesirable habit that they will intentionally address during the year.

With those fundamental principles about neuroplasticity internalized, students could study new ways of memorizing and understanding information for a test, or ways to broaden their perspective about peers that were previously thought of as aggravating.

### Social and Emotional Components of the Brain Lab

A welcoming brain lab that invites students to choose what they study can enhance their social-emotional learning skills. The lab can be a place where students refocus and become quiet. Children who quiet their minds and practice self-reflection boost development in the frontal lobes where the executive functions for paying attention, emotional regulation, and cognitive flexibility reside. This type of skill building can be aided by several resources:

- Instrumental music
- Comfortable seating
- Computers
- Headphones
- Stress balls
- Paper, colored pencils, and markers
- Books and magazines addressing social-emotional well-being through poetry, stories, or "how-to" genres
- Peppermints

A posted list of choices for enhancing brain development can be aligned with curriculum standards. For example, if students are learning factor trees in math, they could extend this task by using a similar protocol for creating a family ancestry tree. In order to teach inference making in language arts,

instructors could bring a tattered house slipper or other worn object from home, show a video clip, or share a story without an ending. Learners could create an inference with a written or cartoon ending based upon the objects and videos presented.

### Resources for the Brain Lab

Here are just a few of the documentaries, brain games, articles, reflection and perspective exercises, and many other resources that offer lessons on neuroanatomy:

- [The Sentis Creative Showree!](#) features animated brain videos.
- This edition of Edutopia's [Five-Minute Film Festival](#) teaches about learning and the brain.
- The [Brain Bank at Harvard](#) depicts interesting facets of neuroscience.
- [Neuroscience for Kids](#) features a newsletter and video presentation developed by Dr. Eric Chundler.
- [National Geographic's Brain Games](#) shows how to tap into imagination to solve problems.
- Edutopia's [Social and Emotional Learning topic page](#) contains resources for SEL skill building.

As we learn more about neuroscience and its relationship to teaching and learning, we can add more resources to the brain lab and help students take ownership of their brain development.

What would your brain lab look like?

## **Students' Intelligence and Creativity Improved**

### **By *Transcendental Meditation* Technique**

At a time when U.S. schools make you think of metal detectors, falling test scores and attention deficit disorder, imagine students closing their eyes to meditate for 15 minutes twice daily, and then, as a result, showing more intelligence and creativity, less anxiety, and increased alertness and ability to focus.

An article in the September/October issue of *Intelligence* reports on three randomized studies that found these results in students who learned the Transcendental Meditation® technique, an age-old practice for developing mental potential.

"We found increases in creativity and intelligence that you don't typically expect to see," said principal investigator and coauthor So Kam Tim of Hong Kong, who conducted the experiments to earn his doctoral degree in psychology at Maharishi University of Management in Fairfield, Iowa. "Many researchers feel that it's not possible to significantly improve basic cognitive ability once a person reaches adolescence, but our findings challenge that theory."

Dr. So's research was designed to determine whether different meditation procedures and rest could affect several types of cognitive processes. "We compared the Transcendental Meditation technique, contemplative meditation and napping, which some believe produce similar effects," said Dr. So. "Our findings showed that these three have significantly different effects on cognitive function."

#### **Significant improvement on seven measures of cognitive function**

Dr. So used seven standardized tests to measure a wide range of cognitive, emotional and perceptual functions of 362 students participating in the three studies at schools in Taiwan. In one study, conducted at a private high school, 154 seniors (78 boys, 76 girls) from four classes were randomly assigned to the TM® program or to a napping group. In the second study at a national junior high school, 87 girls were randomized by class to either a TM program group or a no-treatment control group, and were also compared to 41 girls in a third class who learned contemplative meditation from the Chinese tradition. The third study consisted of 99 boys in two classes at a vocational training school who were randomly assigned by class to either a TM program group or no-treatment control.

The results of the three studies, which ranged from six months to one year, showed that taken together the TM program groups had significant improvement on all seven measurements compared to the no-treatment and napping control groups. Contemplative meditation showed a significant result in two categories, and napping had no effect.

#### **Whole-brain functioning**

"The TM technique had the unique effect of simultaneously improving all measures, indicating that it integrates many different brain functions," said Dr. So.

The greatest improvement in the TM program groups was seen on a creativity measure called Test for Creative Thinking-Drawing Production. According to its developers, the test measures "whole brain creativity," which requires a balanced use of intellect and feelings.

Improvements in the TM program groups were also found in practical intelligence (Constructive Thinking Inventory), indicating increased nonintellectual abilities, such as optimism and the ability to work with others. Whereas IQ tests predict only academic success, the practical intelligence test predicts success in work, love, and social relationships. However, IQ also increased, as measured by the ability to reason in novel situations, called "fluid intelligence" (Culture Fair Intelligence Test). Increased IQ was also indicated by a purely cognitive measure called Inspection Time. "The Inspection Time result indicates improvement in basic aspects of intelligence, such as alertness and ability to focus, which are essential for learning," explained Dr. So.

Improvements were also found in "field independence," indicating growth in perceptual ability as well as inner-directedness, flexibility in seeing others' perspectives, and resistance to peer pressure (Group Embedded Figures Test).

Participants in the TM program groups were also significantly less anxious as measured by the State-Trait Anxiety Inventory, whereas the contemplation meditation group tended to show an increase on this measurement. Dr. So explained that an anxious mind is typically one that isn't capable of thinking clearly, so researchers on cognition consider it an important variable to study.

### **Results expand on studies on brain physiology**

"These effects of the Transcendental Meditation program on cognitive processes expand on earlier studies which show how it affects brain physiology," said coauthor Dr. David Orme-Johnson, former chair of the psychology department at Maharishi University of Management, who was Dr. So's thesis advisor. "Research has found that the TM practice increases blood flow and EEG coherence in the frontal brain areas. This part of the brain integrates intentions, goals and emotions, as well as perceptual, motor and intellectual resources into focused thought and action. So, to see all these abilities increasing in a holistic way now in these studies in Taiwan is a very significant finding."

According to Dr. So, research has found that the Transcendental Meditation technique produces a "wakeful hypometabolic state" - where the body is resting deeply but the mind remains alert. "Scientists report that this is a unique state of mind and body, a fourth major state of consciousness, that's different from sleeping, dreaming or being awake. It's a fascinating new area of psychology," said Dr. So.

Reference: *Intelligence* (September/October 2001), Vol. 29/5, pp. 419-440.

## Attachment 7

### Historic Journey and Culturally Relevant Pedagogy

The proverb "It takes a village to raise a child" proved more than a catchphrase with the creation of "The Historic Journey," a standards-based K-12 curriculum that presents science, English, math and social studies lessons within a context of African and African-American history.

The special curriculum is the creative work of a unique collaboration of creator and publisher Garry D. Holland and a team of contributors, including Indianapolis Public Schools, local and national educators and Indiana University-Purdue University Indianapolis faculty and staff.

The Historic Journey Curriculum allows for culturally relevant pedagogical instruction and presents standards based content with an African historical lens.

#### BACKGROUND INFORMATION FOR EDUCATORS Why Focus on Cultural Competence and Culturally Relevant Pedagogy?

*"My sense of cultural competence refers to helping students recognize and honor their own cultural beliefs and practices while acquiring access to the wider culture, where they are more likely to have a chance of improving their socioeconomic status and making informed decisions about the lives they wish to lead".— Gloria Ladson-Billings (2006)*

##### WHAT IS CULTURAL COMPETENCE?

Cultural competence is a system of behaviors, attitudes, and policies that enable teachers to work effectively with students in cross-cultural situations.

- The term includes using knowledge about individuals and groups to develop specific standards, policies, practices, and attitudes to use in appropriate cultural settings to increase every student's educational performance.
- The word **culture** is used because it implies the pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values and institutions of a racial, ethnic, religious or social group.
- The word **competence** is used because it implies having the capacity to function effectively.

##### WHY ARE WE CONCERNED ABOUT IT?

Students from diverse backgrounds have cultural backgrounds that often differ from their teachers who are mainly white. They bring their home language and experiences with them. How educators **validate and affirm** a student's home language and home culture for the purposes of **building and bridging** student success in the culture of school and mainstream society is a challenging job for most educators. If intentional interventions do not occur, frequently students are left to their own devices to make those connections. In other words, either they get it or not; they sink or swim on their own.

We recognize that achievement gaps are real, but frequently, we fail to see that students caught in this situation are too often **underserved**. Too many of these student are labeled underperforming versus underserved not because they failed, but because they failed to receive the full services a school should offer them if the school had been truly responsive to helping all students achieve.

One of the most pressing concerns of educators who work with students from cross-cultures, in

particular African American and Hispanic students who have been consistently underserved in the academic setting, is deciding what change needs to happen. There is concern about this question:

*What major shift must take place in everyone's mindsets to intentionally and deliberately expect and deliver change in how we move large groups of students from low performance to become large groups of students who demonstrate proficiency and performance well beyond the minimal expectation?*

##### WHO SHOULD BE CONCERNED ABOUT CULTURAL COMPETENCE?

In the broader community, responsibility falls on many and includes: everyone in our global world community; every legislator who is concerned about economics and the well-being of their constituents; every citizen who desires a competent and productive workforce that will not put an undo burden on society; every parent who wants the best for each child entrusted to the school system; and every child who comes to school eager to learn in kindergarten, but is ready to drop out by Grade 8, long before completing high school because school doesn't seem relevant.

Everyone in the educational setting - from professors in higher education who prepare preservice teachers, administrators who plan and supervise professional development for current teachers, to teachers on the front line of instruction who work most intimately with students - must challenge themselves to move past **preconceived mindsets** and past practices that have not worked, and begin to search for new ways to reach all students. Teachers must be willing to accept the challenge and equip themselves with new knowledge, tools, practices and strategies that are supported by decades of best-practice research. Only then can they move beyond reading and discussing theories about how traditionally low-performing and underserved students

*continued on next page*



learn and begin to use culturally responsive best-practices that really work on a daily basis.

## WHAT IS CULTURALLY RESPONSIVE PEDAGOGY?

*Pedagogy is the art of how teachers teach. According to Geneva Gay, culturally responsive pedagogy is the use of cultural knowledge, prior experiences, frames of reference and performance styles of ethnically diverse students to make learning encounters more relevant to, and effective for, them. Relevant classroom practices produce positive results that increase academic achievement and maximize each student's desire to learn and excel.*

### To do this, teachers must all commit to:

1. Accepting that culture does make a difference
2. Learning how to validate and affirm home and community culture through instructional practices and the environmental setting
3. Finding ways to bridge and build connections between home culture and school culture
4. Viewing students without mastery of standard English as **Standard English Learners (SEL)** and help them learn the language of school as a "second language." (See the work of Dr. Noma LaMoine)
5. Helping students embrace the value of **code-switching** their behaviors to fit the school's expectation for success
6. Improving use of culturally responsive pedagogy delivered to our students
7. Finding culturally responsive ways to manage a classroom
8. Stressing collective interactions rather than focusing mainly on individuality
9. Using purposeful text and materials that affirms the culture and experiences of students
10. Making learning more engaging
11. Increasing expectations of what students can learn and do
12. Increasing professional development to help teachers and staff integrate, use, and improve cultural competency skills and culturally relevant practices so they will all intentionally:
  - a) Show, discuss, and use data that is cross-tabulated by race and gender at each grade level to reveal which populations of students need deliberate intervention.
  - b) Improve delivery of standard-driven instruc-

tion with strategies that keeps students involved and engaged.

- c) Help students make connections to the relevance of what they are being taught
- d) Find the strengths students bring with them from their culture to school rather than reinforce a deficit perception of what students don't have, don't know, and can't do
- e) Build meaningful relationships with students
- f) Help students bridge their culture to ways of finding success in the school culture.
- g) Build learning communities that **deliberately** focus on addressing issues related to delivering culturally relevant pedagogy (CRP).

## HOW DO TEACHERS BECOME CULTURALLY PROFICIENT?

The first key is understanding that cultural proficiency does not happen in a short period of time. It is a process that requires willingness to change attitudes and beliefs.

*Lindsey, Robins, and Terrell (2003) define **cultural proficiency** in schools as:*

- "A way of being that enables both individuals and organizations to respond effectively to people who differ from them."
- "A way of being that enables people to successfully engage in new environments."
- "An approach to addressing diversity issues that goes beyond political."

They further state that several essential elements contribute to a system or institution's capacity to become more **culturally competent**. These components are found at every level of an organization and are evidenced and reflected in:

- Policy making
- Administrative decisions
- Practices used throughout the system
- Attitudes, structures, and policies impacting services delivered by the organization and those employed by the organization

### Cultural competency occurs when all employees:

1. Assess culture. **And can ...** Name the differences.
2. Have the capacity for cultural self-assessment. **And can ...** Recognize that we all have a culture.

3. Value diversity. **And can ...** Claim the differences.
4. Are conscious of the dynamics involved when cultures interact. **And can ...** Find ways to bridge differences.
5. Have institutionalized culture knowledge. **And can ...** Change to make a difference.
6. Make adaptations to meet the needs of those they service, and provide those services while reflecting a clear understanding of cultural practices. **And can ...** Continue to adapt as needed.

In other words, culturally responsive teaching can be found when teachers in learning communities are equipped to:

1. Develop and embrace a knowledge base about cultural diversity and the reality of the cultural experiences that students bring to the classroom
2. Own their own culture and the feelings, beliefs and values that they have about other cultures
3. Include ethnic and culturally diverse content in the curriculum
4. Demonstrate and build caring, safe, and inviting learning communities
5. Respond to ethnic diversity in the delivery of instruction based on state expectations
6. Communicate effectively with ethnically diverse students, parents, and community partners

Understanding Cultural Competence and Culturally Responsive Pedagogy leads us on a path or journey to find the answers to two important questions:

1. Why is it important for our students to see themselves mirrored in the curriculum and in the instructional strategies that teachers use in their learning environments?
2. Why is it important to use strategies that meet our students **where they are** and take them on a journey to **where they need to be** to have successful academic experiences?

To prepare and provide a learning environment that addresses these questions, particular focus and attention must be directed toward developing culturally relevant practices that:

- **Equip school leadership** to model culturally responsive practices
- **Improve school climates and cultures** so that children are valued and affirmed and optimal achievement is expected from all students
- **Empower teachers** with effective teaching and learning strategies
- **Strengthen relationships** between students, teachers, parents, and community

These four areas specifically address the need for focusing on cultural competence and implementing





culturally responsive pedagogy or practices so that educators will become culturally proficient and engaging. This then is the admonishment to all educators: If what was tried in the past has not yielded the desired results, then that disconnect should provide great motivation to try some new strategies and move toward implementing culturally responsive practices that value and affirm all students and subsequently lead to the outcomes that we all desire.

*The Historic Journey Project* offers an answer to some of these pressing questions about culturally relevant pedagogy and practices. How we teach is just as important as what we teach.

- *The Historic Journey: Yes We Can* and its standards-based companion Teacher's Curriculum Guide, connect the election of the first African American President Barack Obama to the struggle and story of those who came before him to make this historic event possible. It is an exciting tool to help school districts address accountability and to engage students with information that leads to their increased cultural understanding.
- This project has led to students demonstrating the audacity to hope for an excellent education as they become engaged in relevant assignments linked to mastering state standards while being connected with events and issues that they care about, and activities that personally capture their interests.

Gwendolyn J. Kelley, 2010

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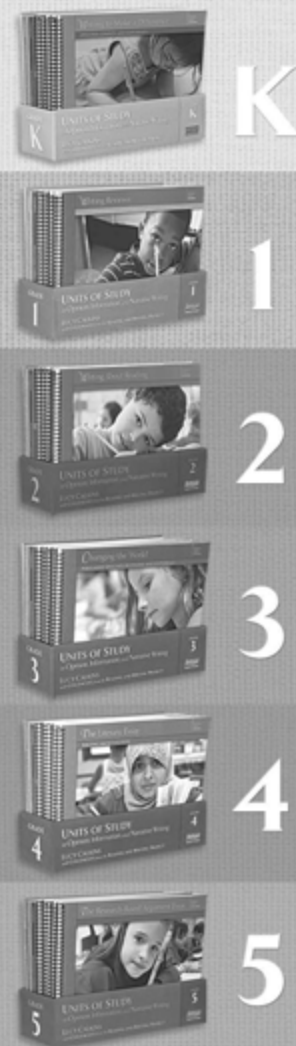


# Research Base

## UNITS OF STUDY in Opinion, Information, and Narrative Writing

A COMMON CORE WORKSHOP CURRICULUM

LUCY CALKINS *with* COLLEAGUES *from the*  
TEACHERS COLLEGE READING AND WRITING PROJECT



The *Units of Study in Opinion, Information, and Narrative Writing* series grows out of decades of think tanks and in-school research and practice that began in New York City Schools and that has spread throughout the country and world. This work, spearheaded by the Teachers College Reading and Writing Project (TCRWP), has included developing, piloting, revising, and implementing state-of-the-art curriculum in teaching writing. The TCRWP writing workshop model that has evolved over time from this continual process of research in what works when it comes to writing instruction is the foundation of the *Units of Study in Opinion, Information, and Narrative Writing* series.

The hundreds of thousands of teachers who used an earlier, very different edition of this series have spread the word that the writing workshop has given their children unbelievable power not only as writers but also as thinkers, learners, and readers. School districts are finding that when teachers receive the education they deserve in the teaching of writing, those teachers are able to provide students with clear, sequenced, vibrant writing instruction (along with opportunities to write daily for their own important purposes), and this makes a dramatic difference in young people's abilities to write. Powerful writing instruction produces visible and immediate results.

It is TCRWP's belief that there is not a single string of sequenced

lessons that applies to every possible classroom. Instruction must be responsive to the individual needs of the writers in each class. On the other hand, the Project does believe in strong models of excellent instruction for teachers. The sample curriculum offered in *Units of Study in Opinion, Information, and Narrative Writing* by Lucy Calkins and Colleagues, published by Heinemann, is just such a model.

The curriculum in the *Units of Study in Opinion, Information, and Narrative Writing* series is grounded in the TCRWP's work in schools and is intended to be tailored and adapted to specific children and classrooms. The assessment system that is part of the series offers methods and recommendations for tailoring the units based on what teachers learn about their students through on-demand performance assessments, thus assuring a student-centered curriculum.

The *Units of Study in Opinion, Information, and Narrative Writing* series—in fact, all of the pursuits of the Project—are based on a handful of fundamental, research-based principles.

Learn more at  
**UnitsofStudy.com**

## Research Principle 1

*There are fundamental qualities of all good writing, and students write well when they learn these qualities as well as the specific qualities of different genres, or types, of writing.*

The foundation of the *Units of Study in Opinion, Information, and Narrative Writing* series lies in the understanding that writing is a lifelong process during which we continually lift the level of our writing skills and outgrow ourselves as writers. Students learn that all writing has essential traits to which they must attend when developing a piece. Writers learn various ways to find topics they wish to write about. They learn to make purposeful decisions about the structure and organization of a piece. They learn a repertoire of methods for elaborating. They learn to craft their pieces using literary language and devices and to employ the conventions of written language (Anderson 2005; Calkins 1994; Elbow 1989; Graves 1994; Wood Ray 1999).

Trait-based writing instruction has been shown to raise student performance on standardized writing tests (Jarner, Kozol, Nelson & Salsberry 2000). Most states have adopted some form of writing assessment on their annual tests (Spandel 2001). By teaching students ways to structure their writing in accordance with the type of writing they are producing and in ways that affect their reader, to elaborate using a wide repertoire of strategies, to use literary language and devices to make artful pieces of writing, and to use the conventions of written language, the *Units of Study in Opinion, Information, and Narrative Writing* series strengthens the skills of young, apprentice writers and prepares them for academic success. As writers build their knowledge of the qualities of good writing, they become critical readers of their writing and begin to set goals for themselves as writers, using feedback from their peers and teacher as well as self-assessments to lift the level of their writing (Anderson 2005; Graves 1994).

The conventions of written language thread throughout each of the units. Writers learn conventions that they can then practice in the pieces they are writing, and they learn how using those conventions can help them better convey their meaning to their reader (Atwell 1998; Calkins 1994; Graves 1983; Weaver 1997). Research has shown that to be effective, the conventions of writing must be taught within the context of a writer's own writing (Anderson 2005; Hillocks 1986; Weaver 1997; Wilde 2007).

## Research Principle 2

*Using a writing process to teach the complex task of writing increases student achievement.*

Approximately three decades ago, a flurry of books and articles called for a writing revolution. Peter Elbow, Donald Murray, James Moffett, Ken Macrorie, and a series of edited volumes titled *Writers at Work* combined to popularize the message that when writers write, they do not sit down with a quill pen and immediately produce graceful, compelling prose. Instead, writers work through a *process of writing*, a process that contains recursive stages.

Different people use different terms when describing those stages. For example, some use the term prewriting and others rehearsal, but either way, widespread agreement has emerged that writers spend time preparing for writing. This stage involves living a "writerly life": collecting material for writing, weighing alternative plans for how a piece of writing might go, talking about one's topic, and reading texts that resemble the text one hopes to write. Rehearsal can also involve research.

Writers also draft. Early drafts are like playing in clay more than inscribing in marble; a writer might try alternative leads, explore different voices for a text, or freewrite, keeping her eyes glued on the subject and trying to capture the contours of it in tentative form. Writers shift back and forth between drafting and revising. Revision means, quite literally, "to see again." During revision, a writer pulls back from a draft to reread and rethink, What is it I really want to say? What structure might best bring readers along to (and through) my content? Writers revise to discover and convey



meaning and to use everything at their disposal to make that reading clear and potent to readers. Revision may involve rewriting an introduction, reconsidering the validity of one's evidence, and elaborating on important sections while deleting unimportant ones. Revision usually involves anticipating a reader's response. A writer may ask, What do I want my readers to think early on when they begin reading? Later? What do I want them to feel and do in response? Revision usually involves at least a second and often a third draft, since revisions that are bound by the contours of a first draft are held to the original structure, pace, and voice.

Finally, writers edit, which involves smoothing out, linking, tightening, clarifying, fact checking, and correcting. During editing, writers think about spelling, punctuation, and word choice, yes, but writers also think about fact checking, language, and clarity. All of that sounds like a very long and arduous process, but there are times when a text is written quickly—say, in an hour or in half an hour. Even when writing quickly, writers still tend to go through abbreviated versions of each of these steps of the writing process.

Just as professional writers have a process for developing their work, young, apprentice writers also benefit from a clear process through which to develop their writing (Atwell 1998; Calkins 1994; Elbow 1981; Fletcher 1993; Graves 1994; Murray 1984). Research shows that using a writing process for instruction in the complex task of writing increases student achievement (Hillocks 1986; Holdzkorn, Reed, Porter & Rubin 1982; Keech & Thomas 1979).

Each unit in *Units of Study* cycles children through the writing process multiple times. Children have opportunities to plan for and rehearse writing, to flash-draft, and to reread their rough draft, thinking, How can I make this even better? Feedback from a reader can help a writer imagine ways to improve the draft. And studying mentor texts to figure out what the author did that the writer too could try in her own writing helps the writer revise. A writer will always write with the conventions that are easily under his control, but once a text is almost ready for readers, the writer will want to edit it, taking extra care to make the text more clear and more correct. Often the writer will use outside assistance—from a partner or a teacher—to edit. Finally, writers publish their work to share with a community—either their class, their school community, or a community outside their school. In most units, children cycle through this process again, this time with more independence.

## Research Principle 3

*Students benefit from teaching that offers direct instruction, guided practice, and independent practice.*

We know that writers benefit most from predictable and simple structures in the writing workshop (Calkins 1994; Graves 1994; Short, Harste & Burke 1996). Writing improves in a palpable, dramatic fashion when children are given explicit instruction and lots of time to write, clear goals, and powerful feedback. When teachers explicitly teach the qualities, habits, and strategies of effective writing, that writing becomes better, and

the improvement is evident within days and weeks, not just months.

The *Units of Study in Opinion, Information, and Narrative Writing* workshop model has three basic structures: the minilesson, independent writing time with conferring and small-group work, and the share sessions at the end of writing time. These structures support the basis of the writing instruction—providing direct instruction, guided practice as students begin trying their hand at the new learning, and independent implementation of the strategies (Vygotsky 1978).

The minilesson offers students direct instruction on an explicit strategy for writing. The specific strategy for each day is selected by teachers based on what their assessments have revealed that writers need. During the minilesson, teachers demonstrate the process that writers often use to do the type of writing being studied and they scaffold students to practice the steps of the process. This is a quick, guided practice for students in which they can receive immediate feedback from both their classmates and their teacher. The minilesson is short, usually around ten minutes long (Calkins 1994; Fletcher 1993; Graves 1994).

Students then move onto independent writing, which constitutes the bulk of time in the writing workshop. Students independently draw on a repertoire of strategies they've been taught. During this time, the teacher meets individually with students for a writing conference or meets with three to six students for small-group work. Conferences and small-group work provide students with individualized instruction based on each student's need. Students receive direct instruction, feedback, and guided practice during these sessions (Atwell 1989; Anderson 2000, 2005; Calkins 1994; Graves 1994).

The share session at the end of class provides students with an opportunity to share and support work in progress. Students may share their writing with a partner or small group and get feedback. The teacher may use the share time to teach an additional lesson that builds on or further develops the strategy introduced during the minilesson, or a new strategy. The class may come together to look at a piece of writing from a professional writer and read it together to gather ideas for what they themselves might try in their own pieces. Or, the students may use a self-assessment to check in with themselves as opinion, information, or narrative writers, setting goals for how to lift the level of their writing. Ultimately, the share session is a time for writers to come together to share their writing, explore possibilities, and set goals for how they will improve as writers (Calkins 1994).

#### Research Principle 4

*To write well, writers need ample time to write every day, with clear expectations for stamina and volume.*

Just as learners become skilled at playing an instrument or swimming or playing tennis or reading by doing those things, writing, too, is learned through practice. John Guthrie's study (2004) illustrates that fourth-graders who read at the second-grade level spend a half-hour a day reading, and fourth-graders who read at the eighth-grade level spend four and a half hours a day reading. Success in writing, like success in reading or tennis or swimming, directly relates to the amount of writing and rewriting a person does. This means that day after day, children need to write. They need to write for long stretches of time—for something like thirty or forty minutes of each day's writing workshop. And it means that volume and stamina matter.

Writers need to write frequently and in many different genres to gain independent control of what they are learning about effective writing. Writers need frequent opportunities to practice their craft, learning how to think and write in many genres for many purposes (Atwell 1989; Calkins 1994; Fletcher 1993; Graves 1983, 1994). TCRWP's *Units of Study in Opinion, Information, and Narrative Writing* series provides for extended daily writing practice in various genres. During this time, students work independently on their writing, putting into practice all the strategies they are learning about effective writing. Students also receive additional instruction during this time, either in one-on-one conferences or in small groups, to specifically tailor the teaching to the individual needs of each writer (Anderson 2005; Calkins 1994).

#### Research Principle 5

*A successful curriculum provides differentiated instruction for students of all ability levels and support for English language learners.*

Whereas twenty years ago 95% of jobs were low-skilled, today those jobs only constitute 10% of our entire economy (Darling-Hammond et al 2008). Children who leave school today without strong literacy skills will no longer find a job waiting for them.

In years past, one approach to supporting struggling writers was to slow down instruction, remove parts of the curriculum, or teach an alternate curriculum. Allington and Walmsey (1995) found that these practices resulted in compounding the delays; as the curriculum was slowed or less was taught, students fell even further behind.

The workshop model in the *Units of Study in Opinion, Information, and Narrative Writing* series is, by definition, always individualized. The child chooses what she will write about, chooses the words she will use, chooses the people and places and topics and opinions that will be brought forth in the texts, chooses meanings that are vibrantly important to her, and chooses the level of vocabulary and of sentence and text structures. Therefore, the instruction teachers provide is necessarily differentiated.

In addition, the workshop classroom is organized in such clear, predictable, consistent ways that children quickly become comfortable participating in their ongoing structures. When teachers follow these routines day after day, students can focus their energies on trying to figure out how to do their work rather than on worrying over what they will be expected to do. The predictability of the workshop provides tremendous reassurance to a child who is just learning English, and this is amplified if workshop structures repeat themselves across other subjects.

As students begin to write and think about their own stories, information texts, and persuasive essays, they will be given the opportunity over and over again to learn new vocabulary, use new language structures, and work on expressing their thoughts in a highly contextualized and pertinent situation. That is to say, they will be learning about language in a culturally relevant and high-interest activity and writing about material that comes from their own lives and experiences. The curriculum suggests many ways to teach each skill as well as many ways to offer repetition if needed (Calkins 1994; Graves 1994; Wood Ray 1999).

The assessment system that is a part of the *Units of Study* series also provides teachers with concrete tools, benchmark samples, and rubrics to further differentiate the instruction they provide their particular students. Teachers may opt to begin the year with an on-demand assessment for opinion, information, and narrative writing that will provide them with the necessary data to identify the particular strengths of a student writer and to place her on a learning progression for each type of writing. By looking ahead to the qualities of writing expected at the next level of the learning progression, teachers can make an individual learning plan for that student. Teachers can teach qualities of writing in whole-group minilessons, small-group strategy sessions, or individual conferences. The teacher can tailor teaching to the specific, individual needs of all the students in the class (Anderson 2000; Calkins 1994; Graves 1994).



## Research Principle 6

*Writing and reading are joined processes, and students learn best when writing and reading instruction are coordinated.*

Any effective writing curriculum acknowledges that it is important for writers to be immersed in powerful writing—literature and other kinds of texts. Children learn to write from being immersed in and affected by texts that other authors have written.

Children especially need opportunities to read as writers. Students learn to mentor themselves by studying the writing of others, not only developing a sense of what it is they are trying to make, but also learning the traditions of that particular kind of text. Poets leave white space, how-to writers record steps, storytellers convey the passage of time. All writers care that the sound of their words matches the tone of their meaning. All writers care that they choose precisely right words. By studying texts that resemble those they are trying to make, children learn the tools of their trade. They look closely at the writing of published authors they admire in order to learn ways to develop meaning, to structure their piece, to find craft moves they can try in their own writing, and to study the ways other authors use conventions of written language that they, too, can try (Anderson 2000, 2005; Calkins 1994; Murray 1990).

Throughout most of the units in the *Units of Study in Opinion, Information, and Narrative Writing* series, the reading and writing work is directly correlated. Ongoing, built-in book study provides exemplary texts on which students model their own writing. In reading, students learn to make meaning from published authors' writing; in writing, students learn to write so as to convey meaning to their readers. For example, if students are learning in reading to stop after dialogue and notice what that dialogue reveals about the character who says it, then in writing students will learn to reveal their characters' traits by crafting dialogue that reveals those traits. In short, students learn to implement in their own writing the same things that they are learning to interpret in their reading.

## Research Principle 7

*Children need clear goals and frequent feedback. They need to hear ways their writing is getting better and to know what their next steps might be.*

Research by John Hattie and others (2008) has shown that to support learners' progress, it is crucial to encourage them to work toward crystal clear goals and to give them feedback that shows them what they are doing well and ways they are progressing, as well as letting them know next steps. This is especially true when the feedback is part of a whole system of learning that includes learners working toward goals that are ambitious and yet within grasp.

Effective feedback is not interchangeable with praise; it is not the same as instruction; it is not the same as a grade or score. While each of these may be a part of it, feedback is much more.

Effective feedback includes an understanding of what the learner has done and what the learner is trying to do or could do, a sort of renaming of the situation the learner finds herself in, including some of her history in this work. It is a particular response to exactly the work the learner has done. Effective feedback also includes an outside perspective—a reader's point of view, for example, or a teacher's point of view. Constructive feedback may include suggestions for the learner of strategies to try, obstacles to remove, or a baby step to aim for toward the larger, more distant goal.

The *Units of Study in Opinion, Information, and Narrative Writing* series provides the structures, guidelines, and examples that enable teachers to provide this type of effective, differentiated feedback.

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## MINILESSON

## Debating to Prompt Rich Book Conversation

## CONNECTION

"I've been noticing that oftentimes when you and your partner talk about the same book, you have different positions, but instead of seeing those moments of difference as invitations to debate, you just shrug them off, saying, 'Oh well, we disagree.' Because my aim is for you to participate in the world of literate conversations, I want to show you that readers don't just shrug off differences of opinion. Instead, they see these as invitations to talk and think more."

## ✦ Name the teaching point.

"Today I want to teach you that when different readers have different viewpoints about a book, these differences can spark a debate. In a debate, each person presents his or her position and then supports that position with evidence, aiming to persuade the other person, the other side."

## TEACHING

**Teach children that debates can only occur around a provocative idea that can be argued from both sides. Channel students to test whether ideas you suggest qualify, and to generate others.**

"Let me lay out the steps for engaging in debate, and walk you through those steps. Later you can do this on your own."

"First, you need to have differences of opinion about a text you both know. But you can only have differences of opinion if your idea is not an obvious idea that *anyone* reading this book is apt to have. The idea needs to be a brave, thought-provoking idea, so that people might have differing thoughts about it. That is, for there to be a debate, there needs to be a disputable idea, and two competing claims."

"For now, let's practice thinking about whether an idea is debatable. I'll say some opinions and ask you to give me a thumbs up if you think this is an idea that could be debated. Give me a thumbs down if it is either too obvious, if there wouldn't be 'a side' on it, or if it would be hard to defend with evidence." I went through these ideas, one by one:

## ◆ COACHING

People should eat. (no, too obvious)

Kids should have a lot of homework. (yes, open to debate)

Rob is lonely. (no, too obvious)

Rob misses his mother. (no, too obvious)

Rob's father is a caring dad. (yes, open to debate)

Rob's life is not as hard as Sistine's life. (yes, open to debate)

"Before we go on, with the group of kids sitting near you, try to brainstorm some other debatable ideas about *The Tiger Rising*. When you generate an idea, give it a test—see whether there would be evidence supporting either side."

I listened as children talked, and drew from what I heard to add to the list:

Sistine is a good friend to Rob.

It is a good idea to let the tiger go.

Rob and Sistine are complete opposites of each other.

Sistine hates her mom.

**Demonstrate how to develop an evidence-based argument for or against one of the claims related to the read-aloud. Take the side that is harder to defend for yourself, leaving the other for the class.**

"Before you can participate in a debate, you need to decide upon your positions, whether you are for or against an idea. You know how you take positions on a baseball team (the catcher, the first baseman) and those positions tell you where to stand on the field. Well, you take positions in a debate too. And a thoughtful reader decides on his or her position by reviewing the evidence.

"Take this claim—'Rob's dad is a caring father.' To decide what position you want to take, pro or con, think over the book, review your notes, recall your ideas. We'll do that quickly for now, just so you get the idea, though in real life it takes more time. So do some quick research and decide: Where do you stand on whether Rob's dad is a caring dad or not?" I flipped through the pages of the book, driving home the fact that all arguments needed to be grounded in the book itself.

I looked up from the book. Gesturing to show that I was listing evidence across my fingers, I said, "I'm remembering the dad hit Rob so hard that his own sleeve ripped. And I'm also thinking about why he hit him: for crying over his mom's death!"

*Provocative ideas don't just pop out of the book. You need to question the obvious to see them. That is, you consider what the book seems to tell you and ask, "Is that really true?" Or you can look at each of your Post-its and ask, "Is that really true?" For example, when I first read that part about Rob's dad slapping him for crying at his mom's funeral, I thought, "What a terrible dad." And much in the book seems to confirm he is a terrible dad. But then, I also see a different side to him that makes me wonder, "Is that really true?" and I realize that this is totally debatable.*

*In deciding on the position that you will take in this debate (or any debate you do with your students), try to remember that you want to leave the low-hanging fruit for the kids. Usually one side of the debate will be easier to defend than another, and your instinct will be to take the most obvious position as your own. Don't do that—leave that one for the kids. In this instance, I've got to forage about a bit for evidence that the father is not a caring dad, so that is the position I'm taking.*

*I actually waffle about this claim far more than I let on. When participating in a debate, take your stand and argue for it.*

Debrief in ways that enable students to try what you have just done.

Pausing to name what I'd done, I said, "Readers, you see that first I reviewed the evidence to decide upon my position, and then I collected evidence from the book to support my position. The evidence is not from my own ideas about fathers, but from the book. But some of you might take a different position."

## ACTIVE ENGAGEMENT

Channel the class to work together to gather evidence to support the opposing side, distributing white boards or chart paper to help them collect evidence.

"Right now, see if you can take a position different than mine. Will you and the kids near you collect some evidence that his father *is* a caring father? While you shore up your position, I'm going to be looking for more evidence of *my* position (and if some of you want to come help me with my side of this debate, come on up here).

"I have displayed a few pages you may want to review." As I said this, I showed students the passages (carefully selected to provide the support students needed). I also passed out a few white boards (or chart paper) and markers, so that some individuals could act as scribes, capturing the ideas of the group.

"We're going to do this really fast, so just take three minutes to gather some evidence—help each other. You can record your evidence on your white boards—but don't let me see it before the debate."

For a few minutes, I worked with my advisors to collect boxes-and-bullets style notes, arguing that Rob's dad is not a caring father. I jotted my notes on chart paper, half-pretending the children arguing the opposing side wouldn't see the notes (while knowing they would, and wanting them to emulate the format). Meanwhile children gathered notes defending the other position.

**Set children up to participate in a bare-bones debate protocol. Give them phrases that they can use to state and defend their positions.**

"Okay, time for the debate. Each side needs to present its position and its evidence." I showed where I'd written some key phrases on chart paper:


*I take the position that . . .*


*My first reason for this is . . . My evidence for that is . . .*

*My second reason is that . . . My evidence for that is that . . . Also, . . .*



∞ *I take the ~~position~~ that...*

∞ *My first reason for this is.... My evidence for that is... *

∞ *My second reason is that.... My evidence for that is that.... Also .... *

Recruiting a child who'd helped develop my position, I said, "Abby and I will go first, and then can we have a volunteer to represent the other side? You all can whisper suggestions to your representative when it is your turn to argue your position." The children volunteered Jasmine to articulate the opposing view; she busily got her argument together. Abby and I started laying out our side.

Pointing to the chart paper template that gave key starting phrases as cues, Abby started:

"I take the position that Rob's father is *not* a caring father."

I touched one finger to show this would be reason one. Abby read the template. "My first reason is that he doesn't seem to care about Rob's feelings at all. My evidence for that is that when Rob starts to cry at his mom's funeral, his father hit him."

Then I took over, touched a second finger and the template, and said, "My second reason that Rob's father is not caring is that he doesn't take good care of his son. My evidence is that he doesn't know Rob has a rash—the nurse finds that out. Also, he lets Rob stay home from school and that is bad for his education. If he cared about Rob, he would make him go to school. So that's my argument."

With my help and help from classmates, Jasmine launched into her argument, "I take the position that Rob's dad is a caring father because he put medicine on Rob's rash (even though that was probably disgusting).

"*Plus*, when he tells Rob he doesn't have to go to school, that *is* being caring, because he knows the Threemongers are attacking him and he's concerned about his son, he loves his son."

## LINK

**Channel students to generate provocative, debatable ideas from the books they've been reading.**

"During independent reading time, some of you are reading books that no one else in the class has read. In those instances, it won't be easy to debate those books. But will you and your partner consider whether you *do* have a book in common—even if you read it earlier? It might be that one of you is reading a book and the other partner finished it last week, in which case you could debate that book. If you are reading something by the same author, you could probably get into a debate about the author. So if you have a book or an author in common and you are willing to try debating today, then will you stay on the carpet so I can help you get a debatable idea in mind? The rest of you can go back to your reading spot and start reading—doing all that you've been learning to do."

*You will notice that Jasmine only roughly approximates the structure that I demonstrated. For now, an approximation is quite enough. You want kids to grasp the big gist of debating, and to do that you need to let go of many of the fine points. You can address those next time. The goal is to invite kids into this kind of interaction and to help them feel as if debate is something they can do with independence, with each other.*



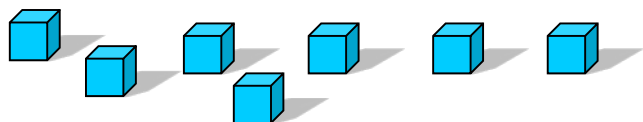
# Assessment Test for Singapore Primary Mathematics 1A

## Common Core Edition

This test covers material taught in Primary Mathematics 1A, Common Core Edition  
[\(http://www.singaporemath.com/\)](http://www.singaporemath.com/)

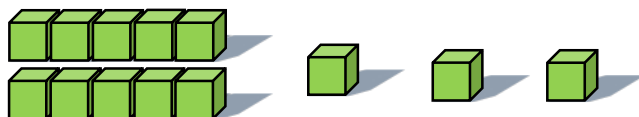
1. Write the number of blocks there are in the box.

(a)




[1]

(b)




[1]

2. Which set has more? Circle A or B.

[2]

A



B



3. Fill in the missing numbers.

(a)

9		7	6	
---	--	---	---	--

[1]

(b)

	12	13		15
--	----	----	--	----

[1]

4. Write these as numbers.

(a) six \_\_\_\_\_

(b) eight \_\_\_\_\_

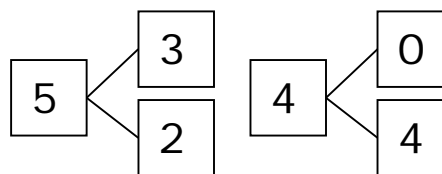
[2]

(c) fourteen \_\_\_\_\_

(d) twenty \_\_\_\_\_

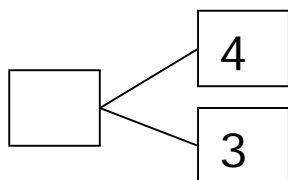
[2]

5. 5, 3, and 2 make a number bond.  
4, 0, and 4 also make a number bond.

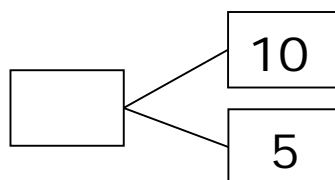


Write the missing number for the number bonds.

(a)

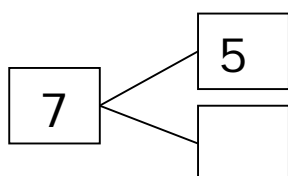


(b)

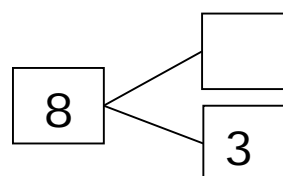


[2]

(c)



(d)



[2]

6. Write 4 different addition or subtraction equations using the numbers 4, 3, and 7.

[2]

$\square + \square = \square$        $\square - \square = \square$   
 $\square + \square = \square$        $\square - \square = \square$

7. Fill in the blanks.

(a)  $0 + 6 = \underline{\quad}$

(b)  $7 + 2 = \underline{\quad}$

[2]

(c)  $5 + 4 = \underline{\quad}$

(d)  $3 + \underline{\quad} = 8$

[2]

(e)  $10 - 4 = \underline{\quad}$

(f)  $8 - 6 = \underline{\quad}$

[2]

(g)  $7 + \underline{\quad} = 10$

(h)  $10 - \underline{\quad} = 5$

[2]

8. Circle the equations that are true [3]

$4 + 5 = 8$

$5 + 2 = 2 + 5$

$8 + 1 = 8 - 1$

$5 + 2 = 4 + 3$

$3 + 2 = 9 - 4$

$7 - 3 = 6 + 1$

9. Write the answer. Show your work.

---

(a) Mary used 4 eggs to bake a cake and 2 eggs to bake cookies. [3]  
How many eggs did she use?

She used \_\_\_\_\_ eggs.

---

(b) There are 6 balls. 3 of them are red. The rest are blue. How [3]  
many are blue?

There are \_\_\_\_\_ blue balls.

---

(c) Pat lost 3 balloons to the wind. She had 6 balloons left. How [3]  
many balloons did she have at first?

She had \_\_\_\_\_ balloons.

10. Look at these letters. They are in a line.

A B C D E F G H I J K

(a) Which letter is third? \_\_\_\_\_ [1]

(b) Which letter is second from the right? \_\_\_\_\_ [1]

11. Some boys are in a line. Tom is 4th in line and Sam is 8th in line. [2]  
How many boys are between Sam and Tom?

There are \_\_\_\_\_ boys between Sam and Tom.

12. Fill in the blanks.

(a) What number comes after twelve? \_\_\_\_\_ [1]

(b) What number comes before 19? \_\_\_\_\_ [1]

(c)  $10 + 5 =$  \_\_\_\_\_ [1]

(d) \_\_\_\_\_  $+ 3 = 13$  [1]

(d) Which is greatest; 13, 9, or 19? \_\_\_\_\_ [1]

(e) Which is smallest; 14 or 17? \_\_\_\_\_ [1]

13. Write + or – in each  $\bigcirc$

(a)  $10 \bigcirc 3 = 7$  (b)  $8 \bigcirc 5 = 13$  [2]

(c)  $10 \bigcirc 3 = 13$  (d)  $13 \bigcirc 8 = 5$  [2]




## P R O J E C T   D E S I G N   R U B R I C

Essential Project Design Element	Lacks Features of Effective PBL <i>The project has one or more of the following problems in each area:</i>	Needs Further Development <i>The project includes some features of effective PBL but has some weaknesses:</i>	Includes Features of Effective PBL <i>The project has the following strengths:</i>
<b>Key Knowledge, Understanding &amp; Success</b>	<ul style="list-style-type: none"> <li>▶ Student learning goals are not clear and specific; the project is not focused on standards.</li> <li>▶ The project does not explicitly target, assess, or scaffold the development of success skills.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project is focused on standards-derived knowledge and understanding, but it may target too few, too many, or less important goals.</li> <li>▶ Success skills are targeted, but there may be too many to be adequately taught and assessed.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project is focused on teaching students specific and important knowledge, understanding, and skills derived from standards and central to academic subject areas.</li> <li>▶ Important success skills are explicitly targeted to be taught and assessed, including critical thinking/problem solving, collaboration, and self-management.</li> </ul>
<b>Challenging Problem or Question</b>	<ul style="list-style-type: none"> <li>▶ The project is not focused on a central problem or question (it may be more like a unit with several tasks); or the problem or question is too easily solved or answered to justify a project.</li> <li>▶ The central problem or question is not framed by a driving question for the project, or it is seriously flawed, for example: <ul style="list-style-type: none"> <li>– it has a single or simple answer.</li> <li>– it is not engaging to students (it sounds too complex or “academic” like it came from a textbook or appeals only to a teacher).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ The project is focused on a central problem or question, but the level of challenge might be inappropriate for the intended students.</li> <li>▶ The driving question relates to the project but does not capture its central problem or question (it may be more like a theme).</li> <li>▶ The driving question meets some of the criteria (in the Includes Features column) for an effective driving question, but lacks others.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project is focused on a central problem or question, at the appropriate level of challenge.</li> <li>▶ The central problem or question is framed by a driving question for the project, which is: <ul style="list-style-type: none"> <li>– open-ended; it will allow students to develop more than one reasonable answer.</li> <li>– understandable and inspiring to students.</li> <li>– aligned with learning goals; to answer it, students will need to gain the intended knowledge, understanding, and skills.</li> </ul> </li> </ul>
<b>Sustained Inquiry</b>	<ul style="list-style-type: none"> <li>▶ The “project” is more like an activity or “hands-on” task, rather than an extended process of inquiry.</li> <li>▶ There is no process for students to generate questions to guide inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Inquiry is limited (it may be brief and only occur once or twice in the project; information-gathering is the main task; deeper questions are not asked).</li> <li>▶ Students generate questions, but while some might be addressed, they are not used to guide inquiry and do not affect the path of the project.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Inquiry is sustained over time and academically rigorous (students pose questions, gather &amp; interpret data, develop and evaluate solutions or build evidence for answers, and ask further questions).</li> <li>▶ Inquiry is driven by student-generated questions throughout the project.</li> </ul>

<b>Authenticity</b>	<ul style="list-style-type: none"> <li>▶ The project resembles traditional “schoolwork;” it lacks a real-world context, tasks and tools, does not make a real impact on the world or speak to students’ personal interests.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project has some authentic features, but they may be limited or feel contrived.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project has an authentic context, involves real-world tasks, tools, and quality standards, makes a real impact on the world, and/or speaks to students’ personal concerns, interests, or identities.</li> </ul>
<b>Student Voice &amp; Choice</b>	<ul style="list-style-type: none"> <li>▶ Students are not given opportunities to express voice and choice affecting the content or process of the project.</li> <li>▶ Students are expected to work too much on their own, without adequate guidance from the teacher and/or before they are capable.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students are given limited opportunities to express voice and choice, generally in less important matters (deciding how to divide tasks within a team or which website to use for research).</li> <li>▶ Students work independently from the teacher to some extent, but they could do more on their own.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students have opportunities to express voice and choice on important matters (questions asked, texts and resources used, people to work with, products to be created, use of time, organization of tasks).</li> <li>▶ Students have opportunities to take significant responsibility and work as independently from the teacher as is appropriate, with guidance.</li> </ul>
<b>Reflection</b>	<ul style="list-style-type: none"> <li>▶ Students and the teacher do not engage in reflection about what and how students learn or about the project’s design and management.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students and teachers engage in some reflection during the project and after its culmination, but not regularly or in depth.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students and teachers engage in thoughtful, comprehensive reflection both during the project and after its culmination, about what and how students learn and the project’s design and management.</li> </ul>
<b>Critique &amp; Revision</b>	<ul style="list-style-type: none"> <li>▶ Students get only limited or irregular feedback about their products and work-in-progress, and only from teachers, not peers.</li> <li>▶ Students do not know how or are not required to use feedback to revise and improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students are provided with opportunities to give and receive feedback about the quality of products and work-in-progress, but they may be unstructured or only occur once.</li> <li>▶ Students look at or listen to feedback about the quality of their work, but do not substantially revise and improve it.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students are provided with regular, structured opportunities to give and receive feedback about the quality of their products and work-in-progress from peers, teachers, and if appropriate from others beyond the classroom.</li> <li>▶ Students use feedback about their work to revise and improve it.</li> </ul>
<b>Public Product</b>	<ul style="list-style-type: none"> <li>▶ Students do not make their work public by presenting it to an audience or offering it to people beyond the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Student work is made public only to classmates and the teacher.</li> <li>▶ Students present products, but are not asked to explain how they worked and what they learned.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Student work is made public by presenting or offering it to people beyond the classroom.</li> <li>▶ Students are asked to publicly explain the reasoning behind choices they made, their inquiry process, how they worked, what they learned, etc.</li> </ul>

## Essential Project Design Elements Checklist

Whatever form a project takes, it must meet these criteria to be Gold Standard PBL.

Does the Project Meet These Criteria?			
<b>KEY KNOWLEDGE, UNDERSTANDING, AND SUCCESS SKILLS</b> The project is focused on teaching students key knowledge and understanding derived from standards, and success skills including critical thinking/problem solving, collaboration, and self-management.			
<b>CHALLENGING PROBLEM OR QUESTION</b> The project is based on a meaningful problem to solve or a question to answer, at the appropriate level of challenge for students, which is operationalized by an open-ended, engaging driving question.			
<b>SUSTAINED INQUIRY</b> The project involves an active, in-depth process over time, in which students generate questions, find and use resources, ask further questions, and develop their own answers.			
<b>AUTHENTICITY</b> The project has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students' own concerns, interests, and identities.			
<b>STUDENT VOICE &amp; CHOICE</b> The project allows students to make some choices about the products they create, how they work, and how they use their time, guided by the teacher and depending on their age and PBL experience.			
<b>REFLECTION</b> The project provides opportunities for students to reflect on what and how they are learning, and on the project's design and implementation.			
<b>CRITIQUE &amp; REVISION</b> The project includes processes for students to give and receive feedback on their work, in order to revise their ideas and products or conduct further inquiry.			
<b>PUBLIC PRODUCT</b> The project requires students to demonstrate what they learn by creating a product that is presented or offered to people beyond the classroom.			



## Attachment 11

### Sample Lesson Plans

Teacher: Miss Bliss Grade: Kindergarten Subject: Large Group Humanities		Date: Sept. 14th Unit: Beginning Writing Wk 1 Day 3
Objective	I can revise writing to include rhyming words by examining word patterns.	
CC and Indiana State Standards	W.K.5. Respond to peers and add details W.K.7. Participate in shared research and writing SL.K.1: Participate in conversations	
REQUIRED MATERIALS		
All materials needed to carry out lesson. These need to be laid out prior to the start of the school day.	Big Book, chart paper, chart paper from previous day’s lesson, group draft from previous day’s lesson, student draft from previous day’s lesson, scholar writing folders, easel, Post-its	
KEY VOCABULARY		
List all necessary vocabulary and high stakes testing words of significance. Provide a picture or explicit example in addition to definition.	Rhyme- have or end with a sound that corresponds to another Example: had/sad; hit/bit; jet/wet	
I Do (10 minutes) Modeling of Activity		
Script out Hook and Think Aloud. Make sure to plan for pitfalls and include explicit examples.	Teacher will remind scholars that they will be revising their drafts to include rhyming words. She will then explain that rhyming words end with the same sound (teacher will point out patterns from the word pattern wall to provide some examples). She will then point to the words “bee” and “sea” on page 15 of mentor text to show scholars that sometimes the endings do not have to have the same letters. The teacher will then write the word “bat” on chart paper. She will write the –at in a different color to emphasize the ending sound. “Bit rhymes with sit because both words end with “i-t.” Teacher will then write the word bit underneath, again writing the –it in a different color to emphasize the ending sound. The teacher will then ask the scholars to provide other words that rhyme with –it and record those on the paper as well. She will then remind scholars again that rhyming words end with the same sound. Teacher will then refer to the chart paper from yesterday’s lesson and use the pointer to read the words, “Brightly shining, yellow sun. When it’s out I like to play.” Teacher will point to the words sun and play. T: Do the words rhyme? S: No	

	<p>T: How can I change the word play so that it rhymes with sun? Hmmmmm...let me think of another word that ends with –un that would make sense. Teacher will cross out the word play with run and reread the sentence, “Brightly shining, yellow sun. When it’s out I like to run.” Reiterating that the words now rhyme with one another. (TeacherThink-Aloud)</p>
<b>We Do (15 minutes)</b> <b>Guided Instruction</b>	
<b>Embedded CFUs</b>	<p>Teacher will read aloud yesterday’s group draft and guide them through replacing specific words with rhyming words.</p> <p>T: “Do eat and so rhyme? Turn and talk with your partner and explain why or why not.”</p> <p>Scholars will then be called on to justify their answer. The teacher will then model how to change the answer. The remaining lines of the draft will be read and scholars will be called up to the easel and asked to rewrite the rhyming words on Post-its to cover up the previous words.</p> <p>As a final CFU, teacher will cold-call scholars to identify pairs of rhyming words in the revised draft.</p>
<b>You Do (20 minutes)</b> <b>Independent Practice</b>	
<b>Teacher should be walking around taking anecdotal notes/conferencing; assisting scholars 1:1</b>	<p>Scholar writing folders will be passed out. They will be asked to revise their rhyme by making sure the sentences have words with the same ending sounds. Teacher will walk around with Writing Binder to individually conference with scholars and to provide guidance if needed. Scholars that finish early should be encouraged to work together to write an additional poem utilizing rhyming words.</p>
<b>Wrap Up/Closure</b>	
<b>Exit Ticket/Informal Assessment</b>	<p>Scholars will be given a Post-It and asked to write down two words that rhyme. Teacher will collect.</p>
<b>Homework</b>	
<b>Should reflect skills taught in the day’s learning</b>	<p>Write a sentence in your writing folder that includes two words that rhyme. Circle the two rhyming words.</p>

Teacher: Mr. Wonderful Grade: 3 Subject: Large Group Mathematics		Date: September 29th Unit: 1 Lesson 1 Multiplication Week 2, Day 3	
Objective	I can describe the relationship between repeated addition, counting groups in unit form, and multiplication through classroom discussion and explicit examples.		
CC Standards	3.C.2 Represent the concept of multiplication of whole numbers with the following models: equal- sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication. 3.AT.4 Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).		
REQUIRED MATERIALS			
All materials needed to carry out lesson. These need to be laid out prior to the start of the school day.	SMARTBOARD, Counters, whiteboards, Problem Set Worksheet, Exit Ticket, Lesson 1 Homework		
Key Vocabulary (MUST be integrated throughout lesson)			
List all necessary vocabulary and high stakes testing words of significance. Provide a picture or explicit example in addition to definition.	Skip Counting- Counting forwards or backwards by a number other than 1 Example: 15, 20, 25, 30 Repeated Addition-adding the same number over and over Example: 6+6+6+6 Total- The result of adding Example 2 apples plus 2 apples gives a total of 4 apples Equal- Exactly the same amount or value; balanced; equivalent 5+3 is equal to 8 2 dollars is equal to 200 cents Equation-An equation says that two things are the same, using mathematical symbols. An equal sign (=) is used Example: 9+3 = 13-1		
Math Minute Warm-Up			
Pull from Math Minutes	Math Minute 4 Project on SMARTBOARD: Cold Call on scholars to respond		
Do Now (5 minutes			

	<p>T: Let's count to 20 forward and backward. Watch my fingers to know whether to count up or down. A closed hand means stop. (Show signals as you explain.)</p> <p>T: (Rhythmically point up until a change is desired. Show a closed hand then point down.)</p> <p>S: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 19, 18, 17, 16, 15, 14, 13, 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0.</p> <p>T: Let's count to 20 forward and backward again. This time whisper every other number. Say the other numbers in a regular voice.</p> <p>S: (Students whisper then speak every other number to 20 forward and backward.)</p> <p>T: Let's count to 20 forward and backward again. This time, hum every other number instead of whispering. As you hum, think of the number.</p> <p>S: (Hum), 2, (hum), 4, (hum), 6, etc.</p> <p>T: Let's count to 20 forward and backward again. This time, think every other number instead of humming.</p> <p>S: (Think), 2, (think), 4, (think), 6, etc.</p> <p>T: What did we just count by? Turn and talk to your partner.</p> <p>S: Twos.</p> <p>T: Let's count by twos. (Direct students to count forward to and backward from 20, changing directions at times.)</p>
<b>I Do (10 minutes)</b> <b>Teacher Modeling</b>	
<b>Script out Hook and Think Aloud.</b> <b>Make sure to plan for pitfalls and include explicit examples.</b>	<p>Hook: Brain Pop Multiplication Video:  <a href="https://www.brainpop.com/math/numbersandoperations/multiplication/">https://www.brainpop.com/math/numbersandoperations/multiplication/</a></p> <ul style="list-style-type: none"> <li>Teacher will model for scholars how to skip count by 2's using different combinations of pairs of shoes on the SMARTBOARD. As she models, she will be explicit in pointing out that skip counting doesn't always have to be by 2's. Skip counting is counting by any number other than 1. She will model skip counting with other numbers such as 3, 5, 8 and 10.</li> <li>Teacher will then model with counters how to make equal groups of two using 18 counters (9 groups of 2 ). She will write an addition sentence to model this on the whiteboard. <math>2+2+2+2+2+2+2+2=18</math> Teacher will show scholars that another way this can be written is <math>9 \text{ twos}=18</math>. <math>9 \times 2</math> is another way to write 18. These number sentences are all saying the same thing and they are called equations. Teacher will model again with 3 twos and 8 threes.</li> <li>Last, teacher will model multiplication sentences forming groups through a picture. The teacher will draw 2 chocolate chip cookies that have 7 chips in each cookie. She will show how the groups are equal because they have the same number in each group. She will then write an addition and multiplication sentence to demonstrate how to get the same answer.</li> </ul>
<b>We Do (15 minutes)</b> <b>Guided Instruction</b>	

<b>Embedded Checks for Understanding</b>	Teacher will pass out individual whiteboards, 12 counters per scholar and guide scholars through the Concept Development Activity (Refer to Mark-Up) CFU'S Utilized: Call and Response, Cold Call, whiteboards, Turn and Talk
<b>You Do (20 minutes) Independent Practice</b>	
<b>Teacher should be walking around taking anecdotal notes/conferencing; assisting scholars 1:1</b>	Scholars will complete Problem Set worksheet (10 minutes) Students will complete Student Debrief by reviewing their solutions and discussing with the class (Refer to Mark-Up)
<b>Wrap Up/Formative Assessment (7 minutes)</b>	
<b>Exit Ticket/Informal Assessment</b>	Exit Ticket: Show 3 ways to multiply $4 \times 5$
<b>Homework</b>	
<b>Should reflect skills taught in the day's learning</b>	Lesson 1 Homework

## Promotion/Retention Intervention Log

Student \_\_\_\_\_ Birthdate \_\_\_\_\_

Grade \_\_\_\_\_ Teacher: \_\_\_\_\_ Retained Before (Y/N) \_\_\_\_\_ Grade \_\_\_\_\_

Attendance Summary: Days Excused \_\_\_\_\_ Days Unexcused \_\_\_\_\_ Days Tardy \_\_\_\_\_

Test	Assessment Scores		Standards Met (Yes/No)	
	Prior Year	Present Year	Prior Year	Present Year
Reading				
Language				
Math				
Writing				

<u>Interventions used or to be used:</u>	<u>Date Initiated</u>	<u>Parent</u>	<u>Teacher</u>	<u>Comments</u>
1. Consultations (as appropriate)				
Counselor	_____	_____	_____	_____
Language/Speech Specialist	_____	_____	_____	_____
Nurse/Physician	_____	_____	_____	_____
Psychologist	_____	_____	_____	_____
Resource Specialist	_____	_____	_____	_____
Behavior Specialist	_____	_____	_____	_____
Other _____	_____	_____	_____	_____
2. Tutors				
Cross-Age	_____	_____	_____	_____
Peer	_____	_____	_____	_____
After-School	_____	_____	_____	_____
Study Buddy	_____	_____	_____	_____
Volunteer	_____	_____	_____	_____
Other _____	_____	_____	_____	_____
3. Home/School Connection				
Cooperation	_____	_____	_____	_____
Communication	_____	_____	_____	_____
Other	_____	_____	_____	_____
4. Homework				
Homework Contract	_____	_____	_____	_____
Parental Follow Up	_____	_____	_____	_____
Modified	_____	_____	_____	_____
5. Refer to				
Student Study Team	_____	_____	_____	_____
Transitional Language Program	_____	_____	_____	_____
Counselor	_____	_____	_____	_____
Other _____	_____	_____	_____	_____
6. Grouping				
Change of Seating	_____	_____	_____	_____
Change Instructional Group	_____	_____	_____	_____
Move Closer to Teacher	_____	_____	_____	_____
Other _____	_____	_____	_____	_____

<u>Interventions used or to be used:</u>	<u>Date Initiated</u>	<u>Parent</u>	<u>Teacher</u>	<u>Comments</u>
7. Instructions/Directions				
Define Expectations w/Student	_____	_____	_____	_____
Simplify—Fewer Steps	_____	_____	_____	_____
Check for Understanding	_____	_____	_____	_____
Written—Oral	_____	_____	_____	_____
Other_____	_____	_____	_____	_____
8. Modify Assignments				
Modify for Learning Style	_____	_____	_____	_____
Shorten	_____	_____	_____	_____
Break into Smaller Parts	_____	_____	_____	_____
Use of Manipulatives	_____	_____	_____	_____
Use of Computer/Technology	_____	_____	_____	_____
Other_____	_____	_____	_____	_____
9. Feedback				
Reward Desired Behavior	_____	_____	_____	_____
Immediate & Frequent	_____	_____	_____	_____
Daily/Weekly Progress Report	_____	_____	_____	_____
Performance/Behavior Contract	_____	_____	_____	_____
Other_____	_____	_____	_____	_____
10. Additional Instruction				
School Tutoring Program	_____	_____	_____	_____
Private Tutoring Program	_____	_____	_____	_____
Summer School	_____	_____	_____	_____
Intersession	_____	_____	_____	_____
Other_____	_____	_____	_____	_____
11. Other Interventions				
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Summary, Observations, and Results of Interventions

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Teacher Signature\_\_\_\_\_ Date\_\_\_\_\_

Parent/Guardian\_\_\_\_\_ Date\_\_\_\_\_

Conference Dates: 1\_\_\_\_\_ 2\_\_\_\_\_ 3\_\_\_\_\_



## **Ignite Achievement Academy Demand Survey**

**We are in the process of creating an elementary school in Indianapolis that will open in the fall of 2017. Your input is very much appreciated, as it will help us ensure our school best meets the needs of the community. Thank you for taking the time to complete this survey.**

Please note these align to the 4 pillars of our school model- Acceleration, Habits of Success, Enrichment and Community Involvement.

For questions 1-8:

On a scale of 1 to 5, please answer the following questions by writing in the corresponding number:

- 1)Not at all important
- 2)Not important
- 3)Somewhat important
- 4)Important
- 5) Very important

For questions 9-10:

Please answer yes or no

For question 11:

Please offer a 1-2 sentence response.

### **ACCELERATION**

1. How important is it for elementary schools to hold all children to high behavioral and academic expectations and treat all as if they are gifted and talented? Please circle the number that best represents your response to the question.

1      2      3      4      5

2. How important is it for elementary schools to use the most current information on how children's brains learn, remember and understand? Please circle the number that best represents your response to the question.

1      2      3      4      5

### **HABITS OF SUCCESS**

3. How important is it for elementary schools to have programs geared towards building character and social skills development? Please circle the number that best represents your response to the question.

1      2      3      4      5

4. How important is it for students to learn ways to peacefully resolve conflict and cope with their emotions? Please circle the number that best represents your response to the question.

1      2      3      4      5

### **ENRICHMENT**

5. How important is it for students to have opportunities to apply knowledge to real world/community situations to deepen understanding? Please circle the number that best represents your response to the question.

1      2      3      4      5

6. How important is it for students to have enrichment and extra-curricular opportunities beyond the classroom? Please circle the number that best represents your response to the question.

1      2      3      4      5

### **COMMUNITY INVOLVEMENT**

7. How important is family involvement within the school community? Please circle the number that best represents your response to the question.

1      2      3      4      5

8. How important is community engagement and partnerships in the success of a school? Please circle the number that best represents your response to the question.

1      2      3      4      5

## MISC

9. Is there a need for such a school in Indianapolis? Please circle the answer that best represents your response to the question.

Yes                  No

10. Would you send your child to a school that placed a high value on the previous questions? Please circle the answer that best represents your response to the question.

Yes                  No

11. Why or why not?

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## Ignite Achievement Academy Quantitative Data: Demand Survey

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
5	3	5	5	5	5	5	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	5	5	5	5	4	5	4	yes	yes
3	5	4	5	4	5	5	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
4	5	5	5	5	5	5	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	4	5	5	5	5	5	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	5	5	5	4	4	5	5	yes	yes
5	5	5	5	4	4	4	4	yes	yes
5	5	4	5	5	4	5	5	yes	yes

5	5	4	5	4	4	5	4	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	4	5	4	5	5	5	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	5	5	4	5	4	5	5	yes	yes
4	5	5	5	5	4	5	4	yes	yes
5	5	5	5	5	5	5	5	yes	yes
4	4	5	5	5	5	4	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
4	4	3	4	3	3	3	5	yes	yes
5	5	5	5	4	4	4	4	yes	yes
3	5	4	5	4	5	3	3	yes	yes
3	5	5	5	4	5	5	4	yes	yes
5	5	4	5	5	4	4	4	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	5	4	5	5	4	5	5	yes	yes
5	5	4	5	4	4	5	4	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	4	5	4	5	5	5	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
4	4	5	5	5	5	4	4	yes	yes
5	5	5	5	5	5	5	5	yes	yes
5	5	5	5	5	5	5	5	yes	yes
<b>4.8</b>	<b>4.8</b>	<b>4.8</b>	<b>4.9</b>	<b>4.8</b>	<b>4.7</b>	<b>4.8</b>	<b>4.8</b>	<b>100%</b>	<b>100%</b>

## Ignite Achievement Academy Demand Survey Qualitative Feedback

**Would you send your child to a school that placed a high value on the previous questions?  
Yes or No? Why or why not?**

- *Indianapolis doesn't have a lot of options for children in the "Urban" Community to benefit from and children of all ethnic backgrounds and financial backgrounds need an opportunity like this. It shows a sense of community, belonging and 'knowing where you come from' and how to help the next generation.*
- *There is too much going on in the world today. Township schools are discouraging our children today in going to C9 and not college. We should encourage all children to better themselves not take a low road and just settle with whatever. They should live out their dreams-not just for a paying job that will amount to nothing and just get them by. They need a school and leaders to hold parents accountable as well as scholars so that everyone has an opportunity to learn.*
- *Yes, I would send my child to a school that placed a high value on the pillars that are mentioned. Both of my children currently attend great schools, but I believe there is a need to create more great schools in Indy where all children can have access to schools that place a high value on the pillars you mentioned. :)*

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- *I would put my children in a school mentioned above because I would know that my children are being challenged. I think children need to be challenged so that they can be their best. I would also want my children in this school because I would know that they are continuing to instill the morals and principles that we have started since they were babies. We believe parents, teachers, and principals should be a tag team or partnership. It doesn't work if you only work on it at home or if they just work at it at school. It takes a village.*
- *All of these encompass the whole child holistically. In this day and time, the demands of values being taught in addition to specialized instruction and technology are great ways to foster cultural responsiveness and empowerment.*
- *I whole heartily believe in the 4 pillars of your school model. I think it is extremely important for our scholars to be trained and educated in a way that will provide them with the skills and mindset needed to make the best decisions in life. Today too many children are faced with issues and problems that they don't have a clue of how to deal with or resolve in a proper manner. These aspects your teaching is a great way to help develop our youth into a successful life journey. I believe we are in great need of these types of schools and administrators.*
- *Character development is VERY important for Children to learn. Why? When they are finished or have met their Academic training and requirements, they will be faced with*

*working in real world and professional environments. This is when their real world and practical skills will be put to the test, which requires practical Social skills and how to cope with Conflict resolution within a Professional setting, which we all know over the course of our Professional lives, can present its own set of Challenges over the years.*

- *Based on my humble opinion, I have personally observed that Children with Learning Disabilities or a lack of structure and support on the home-front that are taught and encouraged to focus on the character, self-confidence and self-esteem development aspects, can often overcome their Disability and disadvantages that they are born into and often become Productive Citizens\Adults.*
- *Academics is VERY important. However, I have also observed that if such a strong emphasis is placed on the just the Academics side of it, that it can often have an adverse effect if a given child “may” have a learning disability, learns at a slower rate and may not fall into the “main stream” mold of learning. All though I realize that resources often play a huge role in being able to analyze, isolate and build a plan individually in the practical world, without a very strong support structure at home, these Children will often fall through the cracks and ultimately succumb to their circumstances.*
- *Personally, my belief is that Yin and Yang is critical for our “human” development. I am of the belief that there has to be a balance of Academics, Social development and Character development in how they may give rise to each other as they interrelate to one another and THEY DO interrelate to one another.*
- *So would I personally send my Child to a School with the concepts that you are proposing? YOU BET I WOULD..... p.s. At the end of the day, we, the Village (parents, educators and society) are trying to prepare the Children for Life. All though we want all to earn and obtain a College Education, there are often alternative avenues which still result in the ability of being self-reliant adults.*
- *I would put by children in a school mentioned above because I would know that my children are being challenged. I think children need to be challenged so that they can be their best. I would also want my children in this school because I would know that they are continuing to instill the morals and principles that we have started since they were babies. We believe parents, teachers, and principals should be a tag team or partnership. It doesn't work if you only work on it at home or if they just work at it at school. It takes a village.*
- *Children in our community are academically talented but oft times are socially and academically underdeveloped/underexposed. Ignite Achievement Academy's above concepts appear to be a remedy.*
- *I would send my child to a school that placed a high value on these questions because this model (Acceleration, Habits of Success, Enrichment, and Community Involvement), in my opinion, describes a “holistic” approach to education. Knowledge without*



*application is not useless, but is greatly weakened. When our schools are better informed on “how” to teach our children (and not just “what” to teach them) and how to apply that knowledge (at school, at home, and in the community), then the children have a greater chance to realize or experience the benefits of a quality education (i.e. happy, healthy, productive people). Isn’t that what everyone wants for their children?*

- *I would because these things align with my values.*
- *Yes, because their social emotional is addressed early and the diversity of the community will guide their progress.*
- *Regardless of income, it’s important to learn to be a contributing member of society and to see the community as a whole unit. Children of all backgrounds need to respect differences in others including economic differences. Also, not every child has access to after-school activities, as most parents now work, sometimes more than one job.*
- *I would IF said school was in closer proximity to my home.*
- *I believe there is a need for a school like this to help the children cope with needs that need to be met that maybe parents can’t meet at home. Also, being involved in the community will also help with diversity and everyday living.*
- *I believe it allows and helps students learn and accept responsibility for their education and success. It also allows parents/community to be involved and helps encourage the students to take pride in their future.*
- *Because we need more opportunities for our children to be successful.*
- *Because it’s important that children learn as much as possible while they are young for their future.*
- *Because as a parent I always look for the best for my children.*
- *It’s important because children will be the ones running our community and the world, so they need to be well prepared.*
- *Education is key.*
- *It would better the kids and they would be the reason for a better world.*
- *I would, but the one-size fits all mentality does not work. Treating all students the same does not help build upon the differences that make them special.*
- *It creates the best opportunities for the child.*

- *I want the best for my child.*
- *Sounds good!*
- *To enrich my children.*
- *Our current school system is failing our children.*

## Attachment 14

### Assurances Form

*This form must be signed by a duly authorized representative of the applicant and submitted with the Full Application. An application will be considered incomplete if it is not accompanied by the Assurances Form signed by an authorized individual.*

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Ignite Achievement Academy, location to be determined within Indianapolis Public Schools boundaries is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, or for participation in its programs, except for a preschool program or a latch key program. IC 20-5.5-8-2
2. Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case, each timely applicant will be given equal chance of admission. IC 20-5.5-5-4
3. Will provide the number of students enrolled in the charter school, the name of each student and the school corporation in which each student resides to the Indiana Department of Education by the date established thereby. IC 20-5.5-7-3
4. Will submit an annual report to the Indiana Department of Education in the form required thereby. IC 20-5.59-1
5. Will submit attendance records, student performance data, financial information, any information necessary to comply with state and federal government requirements, and any other information specified in the charter to the Mayor's Office. IC 20-5.5-9-5
6. Will participate in the Indiana State Teachers' Retirement Fund in accordance with IC 21-6.1 and the Public Employees Retirement Fund in accordance with IC 5-10.3. IC 20-5.5-6-7, and/or another comparable and appropriate pension or retirement fund approved by the Mayor's Office.
7. Will maintain separate accountings of all funds received and disbursed by the school. IC 20-5.5-7-1
8. Will ensure 90% of individuals who teach hold a license to teach in a public school in Indiana under I.C. 20-6.13 or are in the process of obtaining a license to teach in a public school in Indiana under the transition to teaching program set forth in IC 20-6.1-3.11. IC 20-24-6-5
9. Will permit certified employees at the charter school the opportunity to organize and bargain collectively under I.C. 20-7.5. IC 20-5.5-6-3
10. Will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted government accounting principles.
11. Will at all times maintain all necessary and appropriate insurance coverage.
12. Will indemnify and hold harmless the City of Indianapolis (including without limitation, the Mayor's Office), the State of Indiana, all school corporations providing funds to the charter school, and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

13. Will follow all federal and state laws and constitutional provisions that prohibit discrimination on the basis of the following: disability, race, color, gender, national origin, religion & ancestry. IC 20-5.5-2-2
14. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
15. Will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular.
16. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it.
17. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.



\_\_\_\_\_  
Brooke Beavers, Co-Head of School, Ignite Achievement Academy

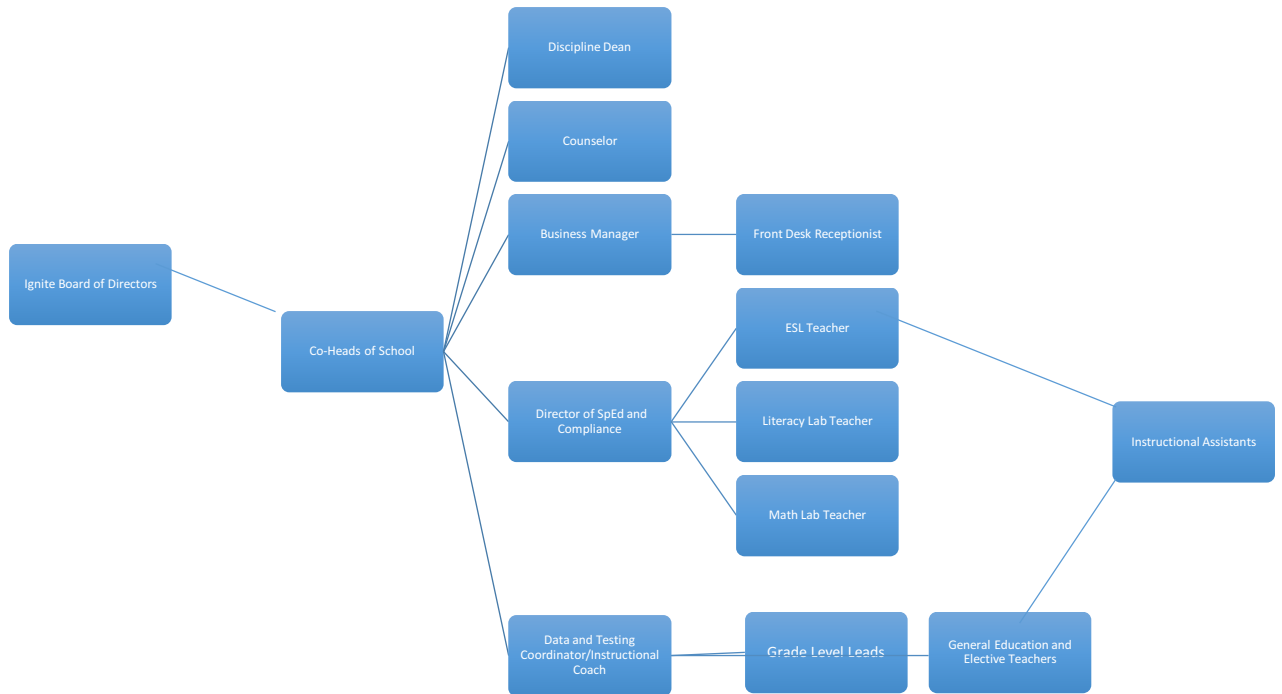
August 11, 2016  
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August 11, 2016



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Shy Quon Ely II, Co-Head of School, Ignite Achievement Academy

August 11, 2016  
\_\_\_\_\_  
August 11, 2016

# Ignite Achievement Academy Organizational Chart



# Brooke M. Beavers

6443 Royal Oakland Drive Indianapolis, IN 46236

**OBJECTIVE: To lead a building to on-going success through rigorous educational practices and ingrained cultural systems that prepare scholars on their pathway to college.**

## EDUCATION

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<b>Indiana State University</b> Doctoral Candidate, Educational Leadership	<b>2014-Present</b>
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<b>Marian University</b> Leadership Mentored Residency	<b>2012-2014</b>
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<b>Marian University</b> Teaching and Learning Leadership Academy School Administrator's Licensure Program	<b>2011-2012</b>
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<b>Chapman University</b> Master of Arts, Teaching	<b>2002-2004</b>
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<b>University of California, Riverside</b> Bachelor of Arts, Liberal Studies	<b>1998-2002</b>
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## LICENSURE

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I currently hold a valid Indiana Building Level Administrator's License (Initial Practitioner), which allows me to be an administrator in grades Pre K-12.

I hold an expired as of 2013, Clear Multiple Subject California Teaching Credential R2M and R259. If a fee and application are presented, I can renew within 5 years.

I also hold a valid Indiana Professional Educator's License (Accomplished Practitioner), which allows me to teach grades K-6, English as a Second Language (all schools) and Middle School Mathematics, Science, Sociology and Language Arts.

## AWARDS

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\*\* Mind Trust Innovation School Fellowship July 2016-July 2017

\*\* Tindley Torchbearer: Tindley Accelerated's Teacher of the Year award for the 2012-13 school year.

\*\* Recipient of the 2009-10 Metropolitan School District of Lawrence Township "Above and Beyond Staff Member Award" for Crestview Elementary

\*\* Recipient of the 2008 Lawrence Township School Foundation Grant for ESL Learning Packets

\*\* Recipient of the 2008 Riverside, California Inland Empire Reading Council's Celebrate Literacy Award for Excellence in Language Arts Instruction

## RELEVANT EXPERIENCE

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### **The Mind Trust**

**2016-Present**

#### **Innovation School fellow**

#### **Head of School, Ignite Achievement Academy**

As a Mind Trust Innovation School fellow, I am charged with planning for and launching an autonomous school within Indianapolis. Selected from a prestigious, nationally competitive applicant pool, the Mind Trust is a school incubation provider that supports fellows through the process. Ignite Achievement Academy is slated to launch in Fall of 2017. I will serve as CEO and Principal.

### **Tindley Summit Academy**

**2014-2016**

#### **Co-Principal**

#### **School Testing Coordinator**

As one of the inaugural Co-Principals of Tindley Summit Academy, I am primarily responsible for the academic and instructional development within the Summit building. I create and monitor a variety of standard operating procedures to ensure high levels of rigor and fidelity which reinforce the Tindley network expectations. I am currently responsible for providing the following to our teachers: weekly observation feedback, weekly lesson plan feedback, bi-weekly audits of gradebooks, call logs and grade level meetings. I also am responsible for the creation of: master schedules, bi-weekly school newsletters, weekly professional development, Response to Instruction oversight, Special Education, Title 1 oversight and collaborating with the other Co-Principal to assist with cultural initiatives and student discipline.

As the School Testing Coordinator, I am responsible for collaborating with the network Director of Assessments to ensure that tests such as NWEA, Acuity, STEP, MCLASS, Interims, I-STEP+ and IREAD-3 are carried out at the school level. I am responsible for creating testing schedules and preparing staff for the proctoring of upcoming assessments. I direct and supervise staff to ensure adherence to established policies and procedures are followed through during testing. I attended on-line training sessions given by the Indiana Department of Education and conduct trainings with staff to review the appropriate conditions and practices for testing. I am also in charge of updating scholar data in an electronic database to ensure all student and proctor information is accurate and up to date for my school.

\*\*\*Tindley Summit Academy was the second highest performing charter in the Mayor's Portfolio in 2015 on the IREAD-3 statewide assessment, with an overall pass rate of 88%. This is above the Indiana state average, as well as 17% above the state average for African-American children.

\*\*\*Tindley Summit Academy Acuity Readiness two data was above the Mayor's Portfolio wide average by 26.4% in ELA and 27.3% in Math.

\*\*\*Tindley Summit Academy was the third highest performing charter in the Mayor's Portfolio on the Spring 2016, ISTEP+, with an overall pass rate of 72%. Summit significantly out-performed boundary schools and surpassed the state-average.

\*\*\*Tindley Summit doubled in scholar enrollment from year one to year two.

\*\*\*Chalkbeat ranked Tindley Summit Academy as one of the top ten schools in Indianapolis, 2016.

\*\*\*Tindley Summit earned an overall pass rate of 89% on the IREAD-3 statewide assessment in 2016.

\*\*\*Tindley Summit received the highest over-all score of "Well-Organized" on the 5Essentials Chicago Impact Survey. Stakeholders participating in the survey included teachers, scholars and families.



\*\*\*Received highest marks in every category on Evaluation of Indianapolis Mayor Sponsored Charter Schools Second Year Site Visit.

\*\*\*100% of grade levels exceeded Spring 2016 NWEA grade level growth norms in Math.

\*\*\*80% of grade levels exceeded Spring 2016 NWEA grade level growth norms in English Language Arts.

**Tindley Collegiate Academy**  
**Assistant Principal of Academics**  
**School Testing Coordinator**

**2013-2014**

As the Assistant Principal of Academics, I was responsible for the development and oversight of academic systems within the Tindley Collegiate building. I established and enhanced several standard operating procedures to stream-line my responsibilities so that they were carried out efficiently and with fidelity. I conducted bi-weekly audits of teacher accountability systems such as gradebooks, parent contact logs and curriculum uploading. I assisted with monitoring Response to Instruction and grade level meetings. I also served as an instructional support to teachers by providing weekly curriculum and observation feedback. I assisted in the creation and leading of weekly professional development for staff. These PD workshops typically revolve around the effective implementation of data driven analysis and instruction based on results of on-going formative assessments such as Acuity. I also collaborated with teachers, scholars and families to create "Success Plans" to assist scholars that are struggling to achieve academic success.

As the School Testing Coordinator, I was responsible for collaborating with the network Director of Assessments to ensure that tests such as NWEA, Acuity, Interims and I-STEP+ were carried out at the school level. I was responsible for creating testing schedules and preparing staff for the proctoring of upcoming assessments. I directed and supervised staff to ensure adherence to established policies and procedures were followed through during testing. I attended on-line training sessions given by the Indiana Department of Education and conduct trainings with staff to review the appropriate conditions and practices for testing. I was also in charge of updating scholar data in an electronic database to ensure all student and proctor information was accurate and up to date for my school.

\*\*\*Tindley Collegiate Academy was the highest performing Charter school in the Office of Education and Innovation's Mayor Portfolio in the area of English Language Arts and Mathematics for the 2013-14 school year.

**Charles A. Tindley Accelerated School**  
**Sixth Grade Teacher**

**2012-2013**

Implemented "Standards-Based" curriculum and instruction using Whole Brain teaching and Backwards Design methodologies. Collaborated with grade level for various re-teach and rotational strategies to ensure academic success of students. Completed weekly Progress Reports and lead Parent-Teacher conferences. Developed effective and creative lesson plans geared toward engaging a range of learning modalities. Administered Acuity, NWEA, Benchmark and I-STEP+ Assessments.

\*\*\*Used data to effectively drive instruction; I took over a class mid-year in January of 2012 that had a 59% Acuity average in January. Over the next few months I developed and implemented an intervention plan and I was able to work with my students on their specific skill deficits. The class ended up with an 89% pass on Math I-Step+ and 84% pass on ELA I-Step+. The 2011-12 scholars made huge gains and I was asked by the Tindley administration to present on Data Driven Instruction and Skills Acceleration during their 2012 Summer Institute because of these improvements.

\*\*\*My former 2012-13 6<sup>th</sup> grade cohort made the most growth in Mathematics and English Language Arts out of all 5 sixth grade cohorts at Charles A. Tindley Accelerated. This data was compiled by our Director of

Assessments and was based on the previous year's I-STEP cut scores and the results from the 2013 Acuity 3 spring assessment.

**Crestview Elementary School Indianapolis, IN  
Third Grade and English as a Second Language Teacher**

**2008-2011**

Implemented "Standards-Based" curriculum and instruction to varying levels of English Language Learners and Native English Speakers. Developed effective and creative lesson plans geared toward engaging various types of learning modalities through Project-Based teaching. Administered LAS Links screener and exams. Proctored and accommodated I-STEP exam for English Language Learners and Native English Speakers. Oversaw translations and academic support carried out by ESL Instructional Assistant. Created and developed Individualized Learning Plans for all ESL students levels 1-4. Presented Workshops to promote the "Home to School Connection" to ESL families.

**Bear Valley Elementary School Moreno Valley, CA  
First Grade Teacher**

**2003-2008**

Implemented "Standards-Based" curriculum and instruction to Native English speakers and varying levels of English Language Learners. Developed effective and creative lesson plans geared toward engaging various types of learning modalities. Collaborated with grade level for various re-teach and rotational strategies in a Professional Learning Community. Completed Report Cards and lead Parent-Teacher conferences. Presented Parent Workshops on Literacy to promote the "Home to School Connection."

**ADDITIONAL EXPERIENCE**

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In addition to my daily duties as an educator, I have also taken on the following roles throughout my 12 years in education:

**Indiana:**

Equity Team Leader, Professional Learning Community Leader, Partnership for Academically Successfully Parents Team Member, Professional Learning Community Data Collector, Instructional Consultation Team Member, Critical Friend through Butler University, Co-Teacher, Parent Workshop presenter for English as a Second Language Families grades 1-6, Inspire Dance Club Co-Advisor, Garden Club Advisor, Advisor to Lawrence North High School students receiving community service hours, Master Teacher to IUPUI Reading Intern, Response to Instruction Facilitator, School Testing Coordinator

**California:**

Grade Level Leader, Master Teacher to 3 Student Teachers, Student Success/504 Facilitator, Literacy Team Presenter, Parent Education Committee, Member, Parent Workshop Presenter, Retention Committee Member, After School Intervention Teacher Grades 1-2, Reader's Theater Teacher Grades 4-5, Summer Academy/Off-Track Intervention Teacher, After School Education and Safety Program Tutor, Avenues Instructor for English Language Learners

# Shy-Quon Ely II

4627 Owls Nest Pl • Indianapolis, IN. 46253 • sely1911@gmail.com • (317) 490-3703

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**Experienced in the art of influence & motivation, education, and verbal and written communication. Master of Business Administration with nearly a decade of leadership training and experience.**

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## SUMMARY OF QUALIFICATIONS

- Co-Principal of the 2<sup>nd</sup> highest performing school in the Mayor's Portfolio of Charter Schools in inaugural year; ranked 3<sup>rd</sup>
- Tindley Summit Academy was the third highest performing charter in the Mayor's Portfolio on the Spring 2016, ISTEP+, with an overall pass rate of 72%. Summit significantly outperformed boundary schools and surpassed the state-average
- Received highest marks in every category on Evaluation of Indpls Mayor Sponsored Charter School Second Year Site Visit
- Tindley Summit received the highest over-all score of "Well-Organized" on the 5Essentials Chicago Impact Survey. Stakeholders participating in the survey included teachers, scholars and families
- Chalkbeat ranked Tindley Summit Academy as one of the top ten schools in Indianapolis, 2016

## EDUCATION AND TRAINING

**Education Administration-** Academy & Learning Leadership  
Marian University, Indianapolis, IN-2011-2013  
Indiana State Doctoral Candidate (Ed. Leadership)-2015

**Master of Business Administration** – December 2009 Concentration: Entrepreneur & Marketing  
Management Indiana Wesleyan University, Indianapolis, IN  
*3.7 GPA*

**Bachelor of Science- Health Science-** May2004  
Concentration: Pharmacology

## PROFESSIONAL EXPERIENCE

### CO-PRINCIPAL-June 2014-June 2016

Tindley Summit Academy (Charles A. Tindley Schools Network)-Indianapolis, IN

- 85% pass rate on IREAD-3 (2<sup>nd</sup> highest pass rates in Mayor's portfolio) in 2014-15
  - 17% above state average for African-American children
- 26% & 27% above Mayor's portfolio-wide average in ELA & Math respectively in 2014-15
- Earned an overall pass rate of 89% on IREAD-3 statewide assessment in 2014-15
- 100% of grad levels exceeded Spr 2016 NWEA grade level norms in math
- 80% of grade levels exceeded Spr 2016 NWEA grade level norms in ELA

### 6<sup>TH</sup> GRADE TEACHER-August 2012-June 2014

Tindley Preparatory Academy (Charles A. Tindley Schools Network)-Indianapolis, IN

- Led 6<sup>th</sup> grade team in math growth (average 91 points growth) for Acuity
- 2012-13: 80% of testing scholars Passed ELA I-STEP; 100% of testing scholars passed Math I-STEP
- 2013-14: 86% Pass rate for ELA I-STEP; 96% Pass rate for Math I-STEP
- Rated as highly effective for both teaching years

### FOUNDER/CEO- Aug2009-2014

FusiK MusIQ, Inc.- Academic Enrichment and Remediation Programming

- Provides academic/character development programs for youth's k-12
- Successfully created alliances with entities such as Indianapolis Public Schools, Marian University, Tindley Schools, and summer learning organizations

### PROFESSIONAL DEVELOPMENT/PRESENTER- Jul 2010-Currently

Marian University-Summer Learning Institute-Indianapolis, IN

- Successfully conducts engaging workshops and seminars to professionals on effective learning and peak performance techniques such as Academic Rhyming, Vedic Math Strategies, How to Engage Students, & MindMapping
- Featured presenter at national and state level conferences such as the Nat'l Summer Learning Assoc., and the Summit for Out of School Learning
- Traveled to youth organizations throughout Indianapolis to cultivate alliances and relationships as well as to educate organizations on summer learning opportunities through Marian University

### HEAD INSTRUCTOR/ LIFE COACH- Oct 2007-Apr 2010 LEVEL 10

MARTIAL ARTS COLLEGE- Indianapolis, IN

*Known as the "Ivy League" of Martial Arts, Level 10 is one of largest martial arts/life skills organizations in Indiana*

- Head instructor for all life skills curriculum
- Responsible for enrollment, renewal, and retention of nearly 300 clients and students
- Diversely associated with nearly every facet of business organization, including sales, marketing, instruction, training, project management, bartering & negotiation, curriculum, and customer service

-References Available Upon Request-

# Curriculum Vitae

**ROD G. HAYWOOD, JR.**

11429 SCHEEL LANE

CARMEL, IN 46032

(317) 582-0063

[rodghaywood@gmail.com](mailto:rodghaywood@gmail.com)

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## NOT-FOR-PROFIT LEADER

OUTREACH LEADERSHIP ♦ YOUTH MENTORING & COACHING

ALLIANCE & CONSENSUS BUILDING ♦ GRANT ADMINISTRATION ♦ FINANCIAL MANAGEMENT  
PROGRAM DEVELOPMENT, MANAGEMENT & EVALUATION ♦ HIGHER EDUCATION INSTRUCTION

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*Servant - Leader with a life goal of assisting others to achieve personal, academic and professional success by encouraging collaboration, trust, foresight, listening and the ethical use of power and empowerment. Diverse experience in higher education, corporate, foundation, church, government and community relations to secure endowment and general operations support.*

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## SUMMARY OF QUALIFICATIONS

- Extensive executive-level experience in all management facets of non-profit organizations in the areas of:
  - Strategic Advancement Planning • Marketing • Communications and Public Relations • Finance • Staffing • Local Advisory Board Development for Educational Initiatives in Corporations, Churches and Community Organizations.
- Possess a Juris Doctor degree with a focus in Contract, Corporate, Partnership/Agency and Trial Advocacy law and an undergraduate degree from Butler University with a major in Communications.
- Developed syllabus to teach Business Communications at Indiana University, Kelley School of Business (1999); Nominated by current students for IU Choice Awards Program “Outstanding Professor” Award. Ranked #1 Kelley School of Business, Business Communications Lecturer, by Spring 2000 & Fall 2000 Student Evaluation Results. **Kelley School Trustee Award 2002 (Lecturer Category), 2002 Panschar Award Co-Winner-Excellent Teaching-Lecturer Category, Schuyler F. Otteson Award for Teaching Excellence, Spring 2004, Kelley School Trustee Award 2006.**
- Ability to lead, motivate and interact effectively with a team; excellent interpersonal, oral and written communication skills.
- Skilled in conflict resolution and consensus building in settings of culturally diverse groups through leadership that emphasizes serving others while encouraging a sense of community and the sharing of power in decision making.
- Increased multi-cultural enrollment for DePauw University by 6% resulting in average yearly revenues of \$1.7 million; generated annual revenues of \$2.1 million from all other enrollments in a two-state territory (1996-1999).
- Profit and loss accountability of a \$4.1 million Lilly Endowment grant.

**ROD G. HAYWOOD, JR.**

**Curriculum Vitae**

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**EDUCATION**

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- J.D., 1996**      St. Thomas University School of Law, Miami, FL, Juris Doctor  
➤ Recipient Law Achievement Award - Highest Academic Achievements in the study of Trial Advocacy.
- B.S., 1990**      Butler University, Indianapolis, IN, Bachelor of Science - Communications with a concentration in Marketing and Advertising.

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**LEADERSHIP EXPERIENCE**

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- 2012 - Present      ROD HAYWOOD ENTERPRISES, INC.  
Carmel, IN  
**President** (Part-Time)  
➤ High impact provider of Classroom Instructional, Business Consulting, Educational Tutoring & Study Skills Training, and Athletic Coaching, Training and Mentoring Services.
- 2010 - Present      The Indianapolis Center for Educational Enrichment, Inc.  
Indianapolis, IN  
President & CEO  
➤ **The Indianapolis Center for Educational Enrichment** is a 501 C 3 organization with a mission and purpose to provide supplemental educational experiences to students, and their families, living in Central Indiana and across the U.S.
- 2007 - June 2010      KALEIDOSCOPE CHURCH AND COMMUNITY PARTNERSHIP YOUTH CENTER  
Indianapolis, IN  
**Executive Director** (Full-Time)  
➤ Provide administrative leadership to youth center offering after-school programming and educational services.  
  
➤ Leadership in facility improvement plan (March 2007) - acquired \$25,000 United Way Grant Funding for study.  
  
➤ Work in concert with City Of Indianapolis and Meridian-Kessler Neighborhood Officials in purchase and renovation of Kaleidoscope Youth Center Capital Project.  
  
➤ Selected Participant, Leadership United, Ardath Burkhart Series (2007).

**ROD G. HAYWOOD, JR.**

**Curriculum Vitae**

- Leadership in acquisition of nearly \$300,000 in three month period for purchase and improvement of current facility - former Indianapolis Marion County Library location.
- Primary management leadership for United Way Member Agency.

2003 - June 2010 HORIZONS URBAN STUDENT ENRICHMENT PROGRAM  
Indianapolis, IN

**Executive Director** (Part-Time)

- Provide administrative leadership to youth oriented summer academic enrichment program.
- Work in concert with board of directors to implement long range strategic plan.
- Generated nearly \$300,000 in operating funds in first two years.

1996 - 2001 DEPAUW UNIVERSITY, Greencastle, IN

**Director - Indiana College Connections** (July 1999 to Dec. 2001)

Report to Vice President in this high-profile Outreach position that encompasses total accountability of a \$4.1 million Lilly Endowment grant. Primary responsibility involves program development, fund-raising, marketing and media relations to increase college-bound enrollment rates of multi-cultural populations. Management responsibility for seven (7) staff members and the strategic advancement planning of a \$22 million gift and grant fund-raising endeavor.

**Selected Accomplishments**

- Spearheaded the implementation of advanced software technology in 13 statewide high schools which prepared students for SAT and ACT testing; taught over 400 students in the use of this software.
- Designed and implemented cutting-edge programs and processes by integrating numerous promotional and informational pieces into a comprehensive college preparation package.
- Orchestrated a complete redesign of the first generation scholarship program which has dramatically streamlined and consolidated the selection process.



**ROD G. HAYWOOD, JR.**

**Curriculum Vitae**

- Demystified the Financial Aid Estimator by reducing previous five-page form to a one-page simplified form utilizing U.S. Congress federal methodology.

**Senior Associate Director of Admissions/Coordinator of Multi-cultural Recruitment (1996 - July 31, 1999)**

Performed in executive role as primary representative to civic, corporate, ethnic and religious organizations to accomplish funding and admission goals. Created and implemented Research & Recruitment Marketing Plan. P & L accountability of a \$60,000 budget.

**Selected Accomplishments**

- Designed legally sound multi-cultural scholarship and leadership programs which fully complied with Affirmative Action guidelines.
- Contributing member to numerous boards and committees including Community Conduct Council (Hearing Officer), Student Retention Committee and Bonner-Scholar Internal & External Relations Boards.
- Successfully organized recruitment initiatives which increased ethnic populations from 15% to 19% in a one-year period.

1991 - 1993

BUTLER UNIVERSITY, Indianapolis, IN

**Assistant Director of Admission**

Primary role involved counseling students and families on admission policies, financial aid, work/study programs and all functions necessary to recruit and retain traditional and non-traditional students.

**Selected Accomplishments**

- Conceptualized “*I’m Going to College*” mentoring program focused on developing social and academic skills necessary for higher education achievement of urban youth; brought about highly successful program through the cooperation of the Urban League.
- Received overwhelming response and live television coverage for creating and implementing the city’s first SAT Awareness Program.

**ROD G. HAYWOOD, JR.**

**Curriculum Vitae**

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***INTERNSHIPS***

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*Upon completion of undergraduate degree in 1990, accepted a highly competitive one-year internship position with Midwestern Collegiate Conference (now known as The Horizons League) following completion of assignment, began career with Butler University. After two (2) years with Butler, entered St. Thomas University School of Law, in 1993, and completed Juris Doctor degree in 1996.*

1996                      OFFICE OF THE STATE ATTORNEY, 11<sup>TH</sup> JUDICIAL CIRCUIT OF FLORIDA, Miami, FL  
**State of Florida Certified Legal Intern**  
First chair responsibility for addressing daily courtroom calendar. Second Chair responsibility representing the State of Florida in misdemeanor cases, including D.U.I., traffic and insurance litigation and bench trials.

**Selected Accomplishments**

- Offered State Attorney position at the conclusion of internship.
- Won guilty verdict in actual D.U.I. case as a third-year law student.

1994 - 1995            FRANKLIN COUNTY PUBLIC DEFENDER, COMMON PLEAS, Columbus, OH  
**Felony Law Clerk - Common Pleas Unit**  
**Law Clerk - Juvenile Unit**  
Served in dual capacity assisting in inmate bond arraignments. Counseled and interviewed families on juvenile indictment and adjudication procedures. Performed income verification. Served as Discovery Law Clerk, obtaining judicial signatures.

1990 - 1991            MIDWESTERN COLLEGIATE CONFERENCE, Indianapolis, IN  
**Media Intern - 1991 NCAA Final Four**  
**Administrative Intern**  
Served as MCC - NCAA Compliance Intern. Produced and hosted MCC "Courtside" radio show. Wrote and produced weekly releases and anti-drug P.S.A.'s. Producer of 1990-1991 *Post-Season Video Review*.

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**TEACHING EXPERIENCE**

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**ROD G. HAYWOOD, JR.**

**Curriculum Vitae**

2010 - Dec. 2014 BROWN-MACKIE COLLEGE, Indianapolis, IN  
**Adjunct Instructor** - PROFESSIONAL DEVELOPMENT, FUNDAMENTALS OF ENGLISH, COMPOSITION I, **PARALEGAL COURSES:** PROPERTY, CONTRACTS, FAMILY, REAL ESTATE LAW, LEGAL WRITING, TORTS, ADMINISTRATIVE, LITIGATION, CRIMINAL LAW, EMPLOYMENT LAW, BANKRUPTCY LAW

1999 - 2007 INDIANA UNIVERSITY KELLEY SCHOOL OF BUSINESS, Bloomington, IN  
2015 - Present **Senior Lecturer** - BUSINESS COMMUNICATION  
*Fall 1999 through Fall 2007*  
*Spring 2015 - Present*

**Instructor Awards**

*Kelley School 2002 Trustee Award Winner (Lecturer Category)*  
*2002 Panschar Award Co-Winner-Excellent Teaching-Lecturer*  
*Kelley School 2004 Trustee Award Winner (Lecturer Category)*  
*John Deere "Faculty Champion of Diversity" Award, Spring 2004*  
*Schuyler F. Otteson Award for Teaching Excellence, Spring 2004*  
*Kelley School 2006 Trustee Award Winner (Lecturer Category)*

**Student Academic Advisor, Indiana University Football, 2004 - 2007**

2000 - 2005 INDIANA WESLEYAN UNIVERSITY, Indianapolis, IN  
**Facilitator** - ENGLISH 140 & 141, BUSINESS LAW (UNDERGRAD & GRAD LEVEL)

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**CONTINUING EDUCATION**

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**CONFERENCES AND SEMINARS:**

*2000 Leadership Institute for Higher Education* - The Greenleaf Center For Servant-Leadership, Indianapolis, IN, April 26, 2000.

*Philanthropy: The Fund Raising School, Preparing Successful Grant Proposals* - Indiana University Center, Indianapolis, IN, January 18-19, 2000.

*Twentieth Annual National Law and Higher Education Conference* - Stetson College of Law, Clearwater Beach, FL, February 10-14, 1999.

**ROD G. HAYWOOD, JR.**

**Curriculum Vitae**

*Nineteenth Annual National Law and Higher Education Conference* - Stetson College of Law, Clearwater Beach, FL, February 12-15, 1998.

*AACRAO-FERPA 1998: "Minimizing Your Risks!"* - Butler University, Indianapolis, IN.

*Restorative Justice Conferences: Facilitators Training* - Hudson Institute, Indianapolis, October 6-7, 1997.

*Trial Masters IV* - St. Thomas University School of Law, Miami, FL, April 19, 1996.

*OACDL Seminar: "Race, Gender and Justice"* - Columbus, OH, February 24, 1995.

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**PAPERS/PUBLISHED WORKS/GUIDES**

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**College Preparation Guide, Indiana College Connections**, Greencastle, IN, published November 1, 1999.

**"Open Forum", The Journal of College Admission**, Summer 1996. (National Publication)

**"Prosecutorial Misconduct: Revealing Witness Credibility Problems; Analysis and Remedies Under the Model Code and Brady vs. Maryland"**, St. Thomas University School of Law, Miami, FL, April 6, 1996.

**"Police v. Blacks: Analysis and Remedies for the Growing Societal Disease of Police Brutality Against Blacks"**, St. Thomas University School of Law, Miami, FL, April 1, 1996.

**"Opinion: O'Keefe and Faculty Deserve Student Support"**, *Opinio Juris*, St. Thomas, University School of Law, Miami, FL, November 29, 1995.

**"Climbing the Wall: Carving an Establishment Clause Exception for Courtroom Prayer"**, St. Thomas University School of Law, Miami, FL, June 28, 1995.

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**PRESENTATIONS**

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**Circle City Classic Pageant Pre-College Presentation**, Julia Carson, Government Center, Indianapolis, IN, September 21-22, 1999.

**IACAC New Admission Officer Training, "Valuing Diversity"**, Fatima Retreat House, Indianapolis, Indiana, June 22, 1999.

**Franklin College Diversity Planning Task Force Presentation, "If You Build It; They Will**

**ROD G. HAYWOOD, JR.**

**Curriculum Vitae**

*Come*", Franklin College, Franklin, IN, May 15, 1999.

**The Minority Student Today National Conference, "How to Handle the Fourth Circuit Decision Outlawing Minority Scholarships",** San Antonio, Texas, 1995.

**The Minority Student Today National Conference, "Implementing a Team Approach to Multicultural Recruiting",** San Antonio, Texas, 1995.

**The College Board Regional Meeting, "Recruiting Without Minority Scholarships",** February 21-24, 1993, Chicago, IL,

===== **PROFESSIONAL AFFILIATIONS & AWARDS, ATHLETIC ACHIEVEMENTS** =====

- \* *NATIONAL ASSOCIATION OF COLLEGE ADMISSION COUNSELORS, Member, 1990 to 1995*
- \* *Center for Leadership Development, INC., Indianapolis, IN, Volunteer, 1991 to Present*
- \* *Butler University Alumni Board of Directors, 2001 to 2005*
- \* *Selected as **Finalist**, Indy's Best & Brightest 2005 & 2006, Sponsors KPMG & Junior Achievement (Education and Not-for-Profit Category)*
- \* *Division I Basketball Experience, Butler University 1987 - 1990. Selected as Butler University Most Valuable Player, 1990. Team Co-Captain 1989-1990 Season.*
- \*\* *Assistant Basketball Coach, University High School, Carmel, IN*
- \*\* *Youth basketball coach & trainer, Primetime Sports, Indiana, Westfield, IN.*

===== *References Available Upon Request* =====

# Jason R. Miller

2210 Fullerton Drive, Indianapolis, IN 46214 Cell: (317) 366-9129 E-Mail: jindy11\_mill@yahoo.com

## PROFESSIONAL OBJECTIVE

Highly motivated, enthusiastic, detail oriented individual with strong work ethics, excellent client relations skills and several years of leadership experience in the Education/Non-profit sector seeking a board position that allows me the opportunity to build strong clientele relationships, utilize a high level of analytical, organizational and interpersonal skills and the ability to maintain support of the organization while demonstrating my knowledge and experience in the public and human services field.

## EDUCATION

- **Kellogg Community College**, Battle Creek, MI, Associates Degree (May 2002)
- **Kentucky State University**, Frankfort, KY (Aug. 2002 – May 2003)
- **Indiana University-Purdue University Indianapolis**, Indianapolis, IN  
Bachelor of Science General Studies, (May 2004)  
Master of Public Affairs: Nonprofit Management Graduate Certificate (Present – Anticipated: May 2016)
- **Marian University**, Indianapolis, IN, Master of Arts in Teaching: Mild Intervention & Physical Education  
Completed 90% /Praxis 1 (Aug. 2008 – July 2011)  
\*\*Proficient in Microsoft Office: Outlook, Word, Excel.

## WORK EXPERIENCE

### *Mentor/ Case Manager (DCS)*

#### **Family & Community Partners, LLC, Indpls, IN (November 2015 – Present)**

- Provides direct assistance to the youth and their families through advocating, teaching, demonstrating, monitoring, and role modeling new, appropriate skills through tutoring, mentoring, parent education training, child development education & behavior modification services.
- Organizes, communicates, coordinates, and facilitates educational and support groups, pro-social group outings, and volunteer opportunities for participating youth and parents. Generates monthly reports & prepares case notes. Represents Promising Futures to the community by attending juvenile court proceedings, staffing/child & family team case conferences with established community partners and conducts outreach with potential referral sources. Assists with presentations to school personnel, community groups, parent groups, and the business community.

### *Family/Youth Specialist*

#### **Promising Futures, Inc. Youth Program, Indpls, IN (July 2014 – November 2015)**

- Provides direct assistance to the youth and their families through advocating, teaching, demonstrating, monitoring, and role modeling new, appropriate skills through tutoring, mentoring, parent education training, child development education & behavior modification services.
- Organizes, communicates, coordinates, and facilitates educational and support groups, pro-social group outings, and volunteer opportunities for participating youth and parents. Generates monthly reports & prepares case notes. Represents Promising Futures to the community by attending juvenile court proceedings, staffing/child & family team case conferences with established community partners and conducts outreach with potential referral sources. Assists with presentations to school personnel, community groups, parent groups, and the business community.

### *Clinical Associate*

#### **Healing Hidden Hurts, Carmel, IN (January 2013 – February 2015)**

- Currently meets with clients by conducting both individual and group counseling sessions with primarily individuals who are facing or dealing with depression, anxiety, post-traumatic stress, various mental health issues, interpersonal and relationship challenges.
- Provides support, problem-solving skills, personal development and coping strategies to each client while maintaining an accurate account log of progression case notes, diagnosis preparation and potential goal setting and values.

### *Exceptional Learners Teacher*

#### **Snacks Crossing Elementary School, Metropolitan School District of Pike Township (Dec. 2011 – June 2012)**

- Acted as both a Teacher and a Behavior Consultant by implementing effective behavior plans while educating classrooms and individual students.
- Administered and exceeded academic standard lessons to individual students while monitoring each individual's behavior in the classroom from the range of Kindergarten through the Fifth grade.

- Acquired knowledge and training of daily operations by creating effective behavior and individual educational plans for students.
- Worked with the parents to strengthen the educational program while preparing daily and weekly reports for both parent and teacher case conferences.

*Assistant District Behavioral Consultant/Specialist*

**Metropolitan School District of Pike Township, Indianapolis, IN (Aug. 2009 – Dec. 2011)**

- Attained a precise understanding of effective behavior improvement essential to the education system while assisting the District Behavior Consultant.
- Traveled from various schools on a daily basis monitoring the classroom behavior, evaluating and counseling individual students throughout the school district from the range of Kindergarten through the 12th grade.
- Supported teachers by generating behavior assessments, preparing reports and implementing effective behavioral plans for individual students.
- Assisted teachers by constructing and implementing differentiated instructional lesson plans through classroom behavior observations and co-teaching in the middle school sectors of the district classrooms.
- Worked as a liaison between the students and their parents while attending weekly scheduled case conferences and District Behavior Support team meetings.

*Guion Creek Middle School Basketball Coach*

**Metropolitan School District of Pike Township, Indianapolis, IN (Oct. 2008 – Jan. 2010)/ (Oct. 2011- Jan. 2012)**

- Lead both the Seventh & Eighth Grade Boys Basketball Teams through two undefeated seasons.
- Coached both the Seventh & Eighth Grade Boys Basketball Teams through three championship seasons.
- Facilitated the fundamentals of basketball through mentoring, instructional team meetings, demonstrations and practice.

*Instructional Assistant*

**Snacks Crossing Elementary School, Metropolitan School District of Pike Township, Indianapolis, IN (August 2006 - August 2009)**

- Assisted teachers on a daily basis in the classroom while providing effective teaching strategies, lesson planning and implementing a program of study designed to meet the individual needs of students.
- Supported teachers by creating a classroom environment conducive to learning, encouraged student enthusiasm for the learning process and the development of good study habits while sharing the ongoing responsibilities of providing progression through daily observations, supervision and evaluating student accomplishments.
- Worked with the parents of students, attended staff and committee meetings, workshops, seminars and pursued advanced course work in higher education.

*Co-Host/Radio Personality*

**“HOT 96.3”/WTLC 106.7/ AM1310 “THE LIGHT”, Radio-One, Inc., Indianapolis, IN (Jan. 2007- Present) Healing Hearts Radio, Nationwide: [www.healingheartsradio.com](http://www.healingheartsradio.com)**

- Co-hosted the show, “Relationships, Love & Life”, with the host, Liz “Faith” Dixon at the studios of Radio-One/AM1310.
- Currently hosting Healing Hearts Radio as an independent radio venture established with Liz “Faith” Dixon of AM1310.
- Addresses controversial dating, interpersonal, relationship and marriage issues while assisting all listeners to self-reflect on their behaviors by developing positive resolutions to their relationship and love conflicts.

*Public Speaker/Keynote Speaker*

**College Lecture Series, Indiana University, Bloomington, IN (February 2013/April 2014)**

**Indiana Black Expo/Circle City Classic Youth Empowerment Workshop (October 2013)**

**“Speak to My Heart, Ladies Day Out”, Madame CJ Walker, Indianapolis, IN (June 2012)**

**Radio-One’s Women’s Empowerment Series, Indianapolis, IN (March 2012)**

**Radio-One’s Women’s Empowerment Series, Indianapolis, IN (March 2010)**

**Radio-One’s Women’s Empowerment Series, Indianapolis, IN (March 2009)**

- Facilitated lectures to minority student groups at Indiana University for the purposes of bridging the gap of clarity and human conflict through social empowerment.
- Lead an empowerment workshop for the IBE Circle City Classic pageant participants.
- Co-founded and co-hosted the “Speak to My Heart, Ladies Day Out”, June 30, 2012 Event in a maximum effort to support the Madame CJ Walker Building Fundraiser.
- Participated as a guest speaker on the 2012 Women’s Empowerment panel along with: Justine Simmons, Broadway Quay and Pastor Michael Jones.
- Participated as a guest speaker on the 2010 Women’s Empowerment panel along with: Malik Yoba, Tasha Smith, Michael Jai White, Lamman Rucker (The Cast from the Tyler Perry Film, “Why Did I Get Married Too?”) and Pastor Jeffery Johnson.



- Participated as a guest speaker on the 2009 Women's Empowerment panel along with: Liz "Faith" Dixon, Tony Lamont, Cathy Holloway Hill and Renee Pillows.
- Effectively communicated to a sold out target audience of approximately 2,700 women.

#### *Author*

**"Lover or Loser", Your Personal Relationship Guide." (July 2008)**

**"Cheaters Exposed", How, When & Why Do Men & Women Cheat?" (March 2010)**

**"The Single Mother Factor: Empowerment from a Male's Perspective." (March 2013)**

**"The People Reader." (May 2014)**

- Composed, successfully advertised and distributed four books as a self-published author.
- Recently released, "The People Reader", May 10, 2014.

#### *Basketball Player*

**Devoted entire undergraduate education as a NCAA student athlete and participated as a team member of a professional basketball organization.**

- American Basketball Association (ABA) Anderson Champions (Oct. 2006 - March 2007)
- American Basketball Association (ABA) Kentucky Colonels (Oct. 2005 - March 2006)
- American Basketball Association (ABA) Kentucky Colonels (Oct. 2004 - March 2005)
- Indiana University-Purdue University Indianapolis, Indianapolis, IN (Aug. 2003 – May 2004)
- Kentucky State University, Frankfort, KY (Aug. 2002 – May 2003)
- Kellogg Community College, Battle Creek, MI (Aug. 2001 – May 2002)

### **AWARDS & LEADERSHIP SKILLS**

#### *Mentor*

**S.T.A.R.S. (Students Together Achieving Real Success), Metropolitan School District of Pike Township (Aug. 2007-Aug. 2009)**

- Developed and coordinated along with the assistance of Principal Mariama Carson, wife of Indiana Congressman Andre Carson, the ongoing S.T.A.R.S. program at Snacks Crossing Elementary School.
- Established and promoted a mentoring program for students with behavior issues and low test scores to improve their overall classroom behavior and educational progression.
- Introduced the proposed expectations and goals of the program while strengthening awareness and persuading each student to participate in the S.T.A.R.S. project.
- Successfully mentored and counseled a delegated group of 25 exceptional learning students while aiding each individual by facilitating life skills workshops, assigning and collecting weekly journals assignments and holding one-on-one and group sessions with each participating student.

#### *Award Recipient*

**NCAA All-American Award, Kentucky State University (May 2004)**

- Honored as the recipient of the NCAA All-American Award.

#### *Team Member*

**Dallas Mavericks, National Basketball Association, Salt Lake City, UT (June 2005)**

- Participated as a team member and named, "First Team All-Star" in the "Utah Showcase" (Professional Basketball Camp) AVG. 27pts, 10 Ass/ 9 Rebs/4 Steals.

#### *Exclusive Participant*

**Indiana Pacers, National Basketball Association (Oct. 2006)**

- Selected to participate in an exclusive "invitation only" NBA tryout (through Ron Artest & Chuck Person) with the Indiana Pacers.

**Judy A. Bardonner**  
[jbardonn@marian.edu](mailto:jbardonn@marian.edu)

Marian University, 3200 Cold Spring Rd, Indianapolis, IN 46222  
Office: Oldenburg Hall 273  
Phone: 317-955-6545

My research focuses on teacher education, adult literacy, summer learning loss, and at-risk learners. I am currently researching methods to stop and reverse summer learning loss and improve urban teacher preparedness.

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#### ACADEMIC DEGREES

**Doctor of Philosophy**, Indiana University, Bloomington, 2007

Major area: Language Education

Minor areas: Special Education; Educational Leadership

**Administration and Supervision -Director of Special Education**,

Indiana University, Bloomington, Indiana, 1997

**Master of Science in Special Education**, Butler University, 1988

Major Areas: Learning Disabilities; Emotionally Handicapped

Teaching licenses obtained: Life licenses in English, 7-12; Special Education, LD/SEH, K-12

**Bachelor of Science in Education**, Indiana University, Bloomington

Major area: English

Teaching license obtained: English

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#### DISSERTATION

*Through the Looking Glass. A Glimpse into Two Different Approaches to Teaching Content Area Literacy: A Critical Literacy/Critical Stance Methods Course and a Balanced/Cognitive Instruction Strategy Methods Course and their Impact on Preservice Teachers' Self-Efficacy, Metacognition, and Learner-Centeredness.*

This dissertation, under the direction of Dr. Larry Mikulecky, examined the impact of two methods of teaching upon preservice teachers' teaching efficacy, metacognitive awareness, and learner-centeredness. Research was conducted using both quantitative and qualitative measures. At the end of the semester, preservice teachers enrolled in the balanced/cognitive strategy instruction course elicited significantly higher levels of teaching self-efficacy and metacognitive awareness than did those enrolled in the critical literacy/critical stance course. Both cohorts increased their learner-centeredness.

## PROFESSIONAL EXPERIENCE

Marian University, 2007- present.

Director, Center for Community Learning, 2008-present.

Responsibilities: Design community outreach programs, develop teacher training programs and materials, create and manage budget, hire, train, and supervise teachers. Conduct professional development activities for schools and community agencies desiring to add academic components. Conduct research on promising practices.

Instructor for undergraduate and graduate level education classes.

- Methods of Teaching Middle School
- Methods of Teaching High School
- Methods of Teaching Special Education
- Best Practices in Teaching a Foreign Language
- Supervision of Lab/Field Experience Middle/High School Teachers
- Best Practices in Teaching and Learning

Indiana University, Bloomington, 2002-2007

Coordinator Indiana Reading Academy Project (IRAP), 2006-2007

Visiting Lecturer 2003-2006:

- Coordinate and supervise research efforts, online training, and graduate classes offered to teachers by the Indiana University

Coordinator Content Area Literacy Assistant Instructors, Indiana University, 2006-2007

- Write professional development curriculum for online instructors and reading coaches
- Coordinate and supervise content area literacy coursework
  - Work with university personnel to create courses for spring, summer, and fall semesters.
  - Align courses with university requirements
  - Assign instructors to content area literacy classes
  - Provide staff development to assistant instructors

Member of Secondary Education Council, 2005-2007

- Work with other faculty to establish university requirements for teacher candidates

Challenger Project Team Member/Consultant under Dr. Charles Reigeluth - An Indiana

University-MSD Decatur Township partnership designed to systemically reform the district

- Consult with Team to develop systemic professional development for Decatur Township Leadership Team

Instructor, Indiana University, 2004-2007

- Taught college level content area literacy and reading methods courses based using a cognitive strategies instructional approach incorporating Scientifically Based Reading Research.
- Instructor for undergraduate and graduate level classes:
  - Content Area Literacy
  - Methods of Teaching Reading

- Reading and Learning Techniques
- Advanced Study Content Reading Literacy
- Supervision of Lab/Field Experience Middle/High School
- Curriculum developer: Created curriculum for content area literacy methods courses for preservice teachers in the fields of social studies, math, physical education, science, and English
- Instructor: Distance education class - Advanced Study Content Reading and Literacy
- Instructor: Learning strategy courses at the Student Academic Center.
- Presenter: Campus-wide workshops on test-taking and study skills
- Presenter/Consultant: Project TEAM – an initiative to support culturally diverse students enrolled in the teacher education program
- Presenter: Critical Literacy Symposium, Indiana University, 2003

MSD Lawrence Township, Indianapolis, IN, 1988-2003

Secondary Literacy Leader, 2002-2003

- Supervised 15 secondary literacy coaches for the district's two high schools and three middle schools.
- Provided staff development activities for the literacy coaches.
- Interviewed and hired support staff to teach during professional development opportunities.
- Developed the training curriculum for the professional support staff.
- Program Developer: Visited award-winning school districts in California, Kansas, and Texas to design a literacy initiative for the district. MSDLT was awarded a 5.9 million dollar grant to implement a district-wide literacy initiative from Eli Lilly Foundation.

English Department Co-Chair and English teacher, MSD Lawrence Township, 1999-2002.

- Coordinated Language Arts remediation efforts for Lawrence Central High School, an urban high school in Indianapolis, Indiana.
- North Central Association Peer Reviewer:
  - Co-Chaired the peer review evaluation for East Central High School.
  - Trained staff on cognitive strategy use in the content area classroom
- Co-chair Lawrence Central High School's North Central Evaluation Committee
  - Wrote Lawrence Central High School's first required Action Plan for the State of Indiana as required by Indiana's PL 221

Special Education Interim Department Chair and teacher, for inclusion, resource and English, Belzer Middle School, 1989-1999.

- Designed a multisensory reading program for at-risk students. This program was based on Orton-Gillingham methods and included linguistic elements from Victoria Greene's *There's a Skeleton in My Closet* and Slingerland's *Solving Language Difficulties* materials. This program successfully remediated special needs students reading and writing skills.

- Wrote and received grants to support the special education program: a token economy system grant and a language arts enrichment program for learning disabled students.
- Developed and participated in a school-wide inclusion program. Co-taught English classes.
- Created schedules and assignments for 161 special education students.
- Conducted Individualized Education Plan conferences as administrator and teacher of record.
- Evaluated students for special education placement using the WISC-R, PPVT, WRAT, and other psychological tests.
- Coordinating Committee Member for “Keepers of the Vision” - a middle school reform movement
- Community Resource Coordinator:
  - Coordinated “Partnership in Education” program with businesses such as McDonald’s and Pizza Hut.
  - Coordinated drug education plan and worked with character education program for Belzer Middle School
  - Guest on Superintendent Percy Clark’s television program *Clark’s Commentary* to discuss district programs that individualize coursework and meet the reading needs of at-risk students
  - Wrote staff newsletter

Indianapolis Public Schools, Indianapolis, Indiana, 1987-1988

Special Education teacher, Howe High School, 1987-1988

- Taught self-contained classes for students labeled Emotionally Handicapped
- Implemented a model behavior program for the school district. Appeared in a training video discussing the results of the program

English teacher, LaRue Carter Memorial School, an alternative high school, 1987, spring

- Asked to teach classes for the English teacher who was going on leave after doing an internship at Larue Carter Memorial School for master’s degree in special education. Invited to continue as the English teacher for the following year.

English Teacher, Shortridge High School, 1970-1972

- Taught literature, creative writing, remedial English, and academically talented courses
- Developed a reading program for at-risk ninth grade students

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## PROGRAM DEVELOPMENT

Director, Marian University's Center for Community Learning, 2009-present.  
Responsibilities: Design community outreach programs, develop teacher training programs and materials, create and manage budget, hire, train, and supervise teachers. Conduct professional development activities for schools and community agencies desiring to add academic components. Conduct research on promising practices.

### **Summer Learning Institute, 2010-present**

The Summer Learning Institute provides teaching teams of university students along with a master teacher to summer community programs wanting to offer academics to their summer program. These teacher teams are trained in best practice hands-on math strategies. The SLI teams work with 20-30 community programs and over 1,000 k-12 students per summer. Research is conducted through pre and post testing using nationally normed math tests. Over the past 5 years, the SLI has been able to help 70% of the students attending regularly to maintain or stop math learning loss.

### **Youth Build Indy Education Program 2009 – present.**

General Educational Degree (GED) Instructional Program – partnership with Indianapolis Private Industry Council (IPIC) and United States Department of Labor.

Participants are 18-24 year-old dropouts who must have experienced severe challenges such as homelessness, involvement in the judicial system, child of an incarcerated parent. Participants engage in a Mental Toughness experience to prepare them for learning and leadership. The Marian University Center for Community Learning trains the teachers to work with them in order to help them attain a high school diploma and postsecondary education. The majority of participants are African American males. Over the past five years, the passing rate for the high school equivalency test has been at 80% or higher.

### **NASA Science Summer STEM initiative, 2011-2015.**

The STEM science initiative provides NASA created science lessons and materials to Indiana teachers and university students who are science majors or interested in teaching. During the summer, trained teachers and university students were sent to summer community programs to deliver engaging hands-on science lessons to students enrolled.

### **Project IGNITE – Title One tutoring program – selected charter schools, Indianapolis, Indiana. 2007-2009**

The goal of the program is to teach students strategies for independent learning; to provide teacher professional development and training activities; to support k-12 at-risk/Title One students with highly trained tutors.

Researcher/Consultant Central Indiana Community Fund Summer Youth Programs, 2009.

- Conduct survey of summer youth programs
- Interview program directors, staff, parents, and participants
- Evaluate programs success and provide Central Indiana Community Fund Foundation Partners with a report on summer programs in Indianapolis.

Literacy Program Developed for Lawrence Central High School. 1999-2000:

- Developed the high school remediation curriculum for the graduation qualifying exam. This English Essential Skills Language Arts Lab curriculum included Computer Assisted Instruction, multisensory teaching and learning techniques, and Scientifically-Based Reading Research strategies. Lawrence Central's ISTEP remediation program has faced the scrutiny of outside evaluation: Dr. Bob Hannafin, The College of William and Mary, has evaluated Lawrence Central's ISTEP remediation program. His evaluation of the program asserts: "The combination of PLATO and the efforts of skillful and dedicated teachers *together* made a difference" (PLATO Evaluation Series, 1999). In a letter to Lawrence Central's principal, Caroline Hanna, Dr. Rob Foshay, Vice President of Instructional Design & Cognitive Learning, TRO Learning, Inc., wrote: "I think it is important for educators to see models of effective practice especially when it involves technology...I will be using your program as a model in upcoming publications and presentations ...I also encourage you to consider submitting your program for recognition in response to the U.S. Education Department's call to identify outstanding education technology programs."
- Instituted a reading comprehension testing program for incoming 9<sup>th</sup> graders for the districts two high schools. Students reading below grade level were placed into two English classes: an English class designed for freshman and an English class designed to improve reading skills.
- Conducted action research on the impact of the remediation program on the reading comprehension and vocabulary skills of students. Individual student comprehension and vocabulary levels were provided to teachers so that teachers could individualize instruction. Identified a correlational trend between ISTEP scores and *Gates-MacGinitie Reading Test* scores: Reading comprehension and vocabulary levels were found to align to certain cut points on passing the graduation qualifying exam.
- Planned literacy training and professional development activities with nationally recognized experts for the staff at Lawrence Central High School in order to raise the staff's capacity to meet the literacy needs of students. For example, the staff was trained on how to use leveled texts and how to integrate literacy strategies into the content area classroom.
- Planned and implemented a school-wide Sustained Silent Reading program. Chaired the reading committee that oversaw the program. Attended Parent Teacher Organization meetings as the faculty liaison. Obtained a \$10,000 commitment from the PTO to purchase books for the program. Wrote and was awarded a \$2,000 grant to purchase materials to support SSR. Obtained donations from Half-Price Books for 42 boxes of books and gift certificates from Pizza Hut for awards.

- Co-developed the Academic Achievement for Athletes – an initiative to help student athletes with their studies. Dr. Duane Hodgin, Assistant Superintendent, wrote in a letter: “If it were not for your support, encouragement and assistance ...students would be experiencing difficulty in school.”

Literacy program developed for Belzer Middle School special education, 1989-1999.

- Designed a multisensory reading program based on Orton-Gillingham methods and included linguistic elements from Victoria Greene’s *There’s a Skeleton in My Closet* and Slingerland’s *Solving Language Difficulties* materials. This program successfully remediated reading and writing skills of special needs students.

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## AWARDS AND PRESENTATIONS

2015 Panelist, Marion County Commission on Youth Television Show, “Our Kids, Our Families, Our Communities,” airing June 2015 on the Indiana Government Chanel. Invited speaker on the importance of summer learning opportunities  
<https://www.youtube.com/watch?v=WT3YGQnndVY> .

2015 Marion County Commission on Youth’s Youth Champion Award.  
 Honored for work of the Summer Learning Institute in providing and Improving educational offerings for youth in Indianapolis by providing resources that support community-based summer learning programs in which experienced and student teachers trained in scientific research-based learning methods work with Indianapolis youth.

2015 NCATE Presentation March 2015 on results of Marian University’s YouthBuild Education Program:  
**2009 – 75%** (n=21) received GEDs  
 (14 African American males; 7 African American females)  
**2010 – 66%** (n=19) received GEDs  
 (14 African American males; 5 African American females)  
**2011 – 83%** (n=24) received High School diploma or GED  
 (14 African American males; 8 African American females; 2 Caucasian males) (2 AA females received High School Diplomas – one was Core 40 (a college preparatory course diploma)  
**2013 – 79%** (n=23) received High School diploma or GED  
 (19 African American males; 10 African American females; 1 Caucasian male) (3 received High School Diplomas: 1 AA female; 2 AA males)  
**2014 – 85%** (n=23) received High School diploma or GED  
 (18 African American males; 14 African American females, 1 Caucasian male)

### **GED Comparison Scores from Indiana and National Passing Rates**

**2009/2010 National GED** passing rates based on ethnicity:

**24.4%/ 19.5%** African American



**50.5% / 57.3% Caucasian**  
**2009/2010 Indiana GED** passing rates based on ethnicity:  
**19%/ 16.4% African Americans**  
**74.3%/ 76% Caucasian**  
**2011/2012 National GED** passing rates based on ethnicity:  
**19.9%/ 21.2% African American**  
**56.8% / 52.4% Caucasian**  
**2011/2012 Indiana GED** passing rates based on ethnicity:  
**17.6%/ 16.7% African Americans**  
**74.7%/ 74.8% Caucasian**

2014 Presentation Indiana Conference on Learning, January 2014. Workshop on Summer Learning Institute research from 2011-2013. Results of summer learning loss:

*On the Wide Range Achievement Test 4 math subtest, there was an increase in the mean standard scores of all participants from the pretest (105.9) to the post test (107.2); a paired samples t test found a statistically significant difference between the pre and post test scores [t(397) = -2.071, p = .039]*

- *In addition, there was a statistically significant difference found using a one-way ANOVA between the type of summer program (SLI, NASA, or a combination of both) on the pretest to posttest change in WRAT 4 math standard scores,  $F(2, 395) = 5.282, p = .005$ .*
- *Post hoc tests indicate that children participating in SLI group instruction was significantly better than the scores of children who participated in NASA instruction ( $M = 4.478, SE = 1.759, p < .03$ ) and marginally better than children participating in a combination of NASA and SLI instruction ( $M = 4.209, SE = 1.842, p < .059$ ). There was no significant difference between children participating in a combination of NASA and SLI instruction as compared to NASA instruction,  $p > .05$ .*
- *The statistical significance of the difference indicates that the increase*
- *in scores is **most likely not a result of chance**.*

(Statistical evaluation by Jeffrey S. Kellogg, Associate Professor of Psychology, Marian University)

2014 Indianapolis Professional Association Award to the Summer Learning Institute in recognition of outstanding service on behalf of the youth of Indianapolis. Founded in 2010 through a grant from The Indianapolis Foundation and Central Indiana Community Foundation (CICF), the institute aims to boost the achievement of local children (especially the disadvantaged) by creating quality out-of-school programming and to offer high quality mentored urban teaching experiences to university students who are interested in becoming teachers. Last summer, the SLI served more than 1,000 children enrolled in 25 different summer programs. Among the many programs, the institute's math and science activities provide both high-quality teacher training and highly engaging hands-on activities that complement school learning and enrich students' school experience.

- 2013 Presentation to the Summer Youth Program Fund Professional Learning Community, 2013. Workshop on Growth Mindset based on the work of Carol Dweck, Ph.D.
- 2013 JAG award EmployIndy's YouthBuild Indy Program for designing and delivering a GED program with 92% graduation and passing rate
- 2012 National Summer Learning Association National Conference Presenter. Workshop on how to collaborate with summer programs to reduce and reverse summer learning loss. Pittsburgh, PA.
- 2012 Summer Youth Program Fund Annual Meeting. Presentation on strategies to reduce learning loss.
- 2012 Presentation to the Summer Youth Program Fund Professional Learning Community, 2012. Presentation on assessment of summer learning.
- 2011 Summer Youth Program Fund Annual Meeting. Presentation on strategies to reduce learning loss. Indianapolis, Indiana
- 2011 Presentation to Indiana Legislators, 2011. Presented findings on Marian University's YouthBuild Education Program - General Educational Degree (GED) Instructional Program – partnership with Indianapolis Private Industry Council (IPIC) and United States Department of Labor. 2009 – present. Since beginning our partnership, Marian University's education program has experienced significant success in helping YouthBuild participants attain a high school equivalency diploma, with results outreaching state and national GED passing rates.
- 2010 National Summer Learning Association National Conference Presenter. Workshop on activities to reduce and reverse summer learning loss. Indianapolis, IN.
- 2010 Summer Youth Program Fund Annual Meeting. Presentation on summer learning loss.
- 2004-2005 Indiana University/Language Education Scholarship Award:  
Isabel Craig Memorial Fellowship, 2004  
Isabel Craig Memorial Fellowship, 2005
- 2002 MSD Lawrence Township District Award. Recipient Superintendent's "Above and Beyond" Award. Lawrence Central High School Principal, Caroline Hanna, wrote the following for the award ceremony: "Judy Bardonner has developed and led our research-based skills program that has successfully raised GQE scores in a dramatic way and thereby contributed to our 97% graduation rate. She has spearheaded several reading initiatives at LC in recent years with nationally known presenters: the Georgia POWER group and Dr. Lee Dubert, presenter from the International Reading Association. She has recently developed an Action Research program to include incoming 9<sup>th</sup> graders, the majority of whom are reading below grade level. Two years ago she established a successful Sustained Silent

Reading Program for the entire school. Judy has served as English Department Co-Chair for several years as well as co-chair for our North Central regional accreditation team. Next year Judy will assume a new role as secondary school trainer for the Lilly Literacy Grant”

2000 Guest on Liz Daly’s *Read Indiana Read!* television program. Presented on reading interventions.

2000 Presenter IUPUI Urban Schools Summer Conference. Workshop for district administrators on “ISTEP Remediation, Triage Methods that Work”

2000 Presenter to Ft. Wayne Community School System’s secondary special education Teachers. Workshop on methods to use to remediate for ISTEP.

2000 Presenter Ft. Wayne Community School System’s Remediation Team. Workshop on data collection methods to use to remediate at-risk students.

1998-99 Model of Effective Practice Award for a Program for Secondary School Remediation:

Remediation program was evaluated and recognized by Dr. Robert Hannafin, College of William and Mary “By any measure, the ISTEP remediation program for 1998-1999 was a success. Student scores in ... English ... improved in both the Fall 1998 and the Spring 1999...the number of failing students also dropped from 204 to 37....The combination of PLATO and the efforts of skillful and dedicated teachers *together* made a difference.” (Hannafin, 1999, p. 16).

Remediation program was recognized by Dr. Rob Foshay, Vice President of Instructional Design & Cognitive Learning, Tro Learning, Inc.: In a letter to Lawrence Central’s principal, Caroline Hanna, Dr. Rob Foshay, wrote, “I think it is important for educators to see models of effective practice especially when it involves technology....I will be using your program as a model in upcoming publications and presentations ...I also encourage you to consider submitting your program for recognition in response to the U.S. Education Department’s call to identify outstanding education technology programs”(1999).

Remediation program recognized by Dr. Duane Hodgin, Assistant Superintendent MSD Lawrence Township, for presentation to administrators: “Superb! Bravo! Outstanding!...just a few words to describe your presentation at the Indiana Urban Schools Conference. Your enthusiasm, caring for your students and your passion for teaching were obvious. It is gratifying to know the “positive difference” you and your colleagues are making for your students. I especially liked your message, we must first establish relationships which build trust and help these students ‘learn the rules of the language of schools’ in order for them to be successful. Judy, you are a ‘master teacher,’ ...thank you for the great job that you do and for being such a wonderful ‘ambassador’ for

Lawrence Central High School and the M.S.D. of Lawrence Township.”  
(Personal correspondence, 2000)

1997 Model of Effective Inclusion Award from Harvard University: Top 25 Inclusion Districts in the United States

MSD Lawrence Township was recognized by *The Harvard Letter* as one of the top 25 districts in the United States that offer special education inclusion programs for students. “We would like to mention the Belzer Special Education staff that helped Lawrence Township schools receive this national recognition.... Teachers: ... Judy Bardonner” (MSDLT, newsletter, 1997)

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PROFESSIONAL MEMBERSHIPS

Association for Supervision and Curriculum Development  
International Reading Association  
International Dyslexia Society  
National Summer Learning Association

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REFERENCES

Dr. Lindan B. Hill, Vice President and Director, Academy for Teaching and Learning Leadership, Marian University, 3200 Cold Spring Road, Indianapolis, IN 46222  
[lhill@marian.edu](mailto:lhill@marian.edu) 317-955-6089

Daniel J. Elsener, President, Marian University. Marian University, 3200 Cold Spring Road, Indianapolis, IN 46222  
[delsener@marian.edu](mailto:delsener@marian.edu) 317-955-6103

Dr. Thomas Enneking, Vice President and Provost, Marian University.  
Marian University, 3200 Cold Spring Road, Indianapolis, IN 46222

# Lindan B. Hill

Marian University  
Indianapolis, Indiana 46222  
[lhill@marian.edu](mailto:lhill@marian.edu)

Office: 317.955.6083  
Cell: 765.513.7866

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## ACADEMIC DEGREES

**Doctor of Philosophy**, Purdue University 1975

Major: Education Administration and Special Education

**Master of Science**, Purdue University 1972

Major: Special Education Minor: Education Administration

**Bachelor of Arts**, Indiana University 1969

Major: English

## PROFESSIONAL EXPERIENCE

<b>Marian University</b>	Indianapolis, Indiana 2015 - present
Assistant Provost	
Director, Graduate Studies Administration	
Assistant Vice President and	Indianapolis, Indiana 2011-2015
Director,	
Marian Academy for Teaching and	
Learning Leadership	
<b>Marian University</b>	Indianapolis, Indiana 2006 –2011
Dean, School of Education	
<b>Manchester University</b>	North Manchester, Indiana 2001- 2006
• Director of Teacher Education	
• Associate Professor and Department Chair	
<b>Eastern Howard School Corporation</b>	Greentown, Indiana 1983-2001
• Superintendent of Schools	
<b>Western School Corporation</b>	Russiaville, Indiana 1979-1983
• Superintendent of Schools	
<b>Western School Corporation</b>	Russiaville, Indiana 1978- 1979
• Assistant Superintendent of Schools	
<b>Merrillville Senior High School</b>	Merrillville, Indiana 1976-1978
• High School Principal	
<b>Knox High School</b>	Knox, Indiana 1975-1976
• High School Principal	
<b>Kokomo-Center Township School Corporation</b>	Kokomo, Indiana 1974-1975
• Alternative School Director	
<b>Kokomo-Center Township School Corporation</b>	Kokomo, Indiana 1970- 1974
• Middle School Teacher	
<b>Dade County Public Schools</b>	Miami, Florida 1969-1970
• Middle School Teacher	

## PUBLICATIONS

Ian I. Mitroff, Lindan B. Hill, and Can Murat Alpaslan, *Rethinking the Education Mess: A Systems Approach to Education Reform*, (New York, Palgrave McMillan). October, 2013.

Lindan B. Hill, “The New Airplane and the Old Truck”, Indianapolis, Indiana, 2013.

Lindan B. Hill, “Sadie Hope Goes Stylin’”, Indianapolis, Indiana, 2013.

“Teaching and Learning: Teacher Evaluation for Performance Improvement and Student Achievement”  
• Indiana Department of Education, U.S. Department of Education, 1988

“To Be The Best: Career Development for the Profession of Teaching”  
• Indiana Department of Education, 1987

## **PROGRAM DEVELOPMENT**

**The Marian University Academy for Teaching and Learning Leadership** – principal licensure program for transformative school leadership specifically. 2010 – present.

**The New Teacher Project (Indianapolis Teaching Fellows)** – alternative licensure partnership in Master of Arts in Teaching program. 2007 – present.

**Teach For America (Indianapolis Corps Members)** – alternative licensure partnership in Master of Arts in Teaching program. 2008 – present.

**ACTION Program – (Assisted Certification through Integrated Onsite/Online Network)** – Non-cohort alternative and renewal licensure program. 2007 – present.

**NativityMiguel Network of Schools partnership** – teacher professional development seminars – summers. 2008 – present.

**Project IGNITE** – Title One tutoring program – selected charter schools, Indianapolis, Indiana. 2007-2009

**YouthBuild Indy** – General Educational Degree (GED) Instructional Program – partnership with Indianapolis Private Industry Council (IPIC) and United States Department of Labor. 2009 – present.

## **GRANTS DEVELOPMENT AND PROCUREMENT**

**Director, Marian Academy for Teaching and Learning Leadership (\$1,000,000)**

- Kern Family Foundation, Waukesha, Wisconsin
- Indiana Department of Education, Indianapolis, Indiana 2010 - present

**Director, Project LEARNIndy (\$150,000)**

- Eli Lilly Corporation Foundation – Learning Support Team and Value-Added Statistical Analysis: ITF and TFA programs 2009 – present

**Director, Project STATS (\$150,000)**

- Fairbanks Foundation – General program support – ITF and TFA 2008 - 2009

**Director, Ball Venture Grant (\$15,000)**

- Ball Venture Fund: Council of Independent Colleges – computer hardware support – ITF and TFA supervisors 2007-2008

**Director, Early Learners Grant Project (\$281,000)**

- Lilly Endowment & Community Foundation of Wabash County, 2002-present

<b>Research Grant Recipient, Plowshares Project: (\$1,500)</b>	
• Developing Lifelong Commitment Manchester University,	2004-2005
<b>Director, “First Principals: Education and Public Policy” (\$10,000),</b>	
• Lilly Endowment Education Leadership Fellowship Grant	1992-1993
<b>Director, “Integrated Teaching with Integrated Technologies” (\$15,000)</b>	
• Indiana Department of Education, Eastern Howard School Corporation and Indiana University- Kokomo	1992-1993
<b>Director, “Integrated Teaching with Integrated Technologies” (\$25,000)</b>	
• Indiana Department of Education, Eastern Howard School Corporation and Indiana University-Kokomo	1991-1992
<b>Director, “Integrated Teaching with Integrated Technologies” (\$72,385),</b>	
• Indiana Department of Education, Local Initiative Grant	1990-1991
<b>Director, “Sequential Performance and Career Enrichment” (\$70,000),</b>	
• Indiana Department of Education	1988-1989
<b>Director, “Instructional Leadership and Professional Development” (\$50,000),</b>	
• Teacher Quality Division, Indiana Department of Education	1987-1988
<b>Director, “Project: TEACHER — Career Development Plan” (\$870,000),</b>	
• Indiana Department of Education	1986-1987
<b>Director, “To Be The Best: Career Development for the Profession of Teaching” (\$241,000),</b>	
• Indiana Department of Education	February-March 1987
<b>Director, “To Be The Best: Career Development for the Profession of Teaching” (\$273,000),</b>	
• Indiana Department of Education	April-May 1987
<b>Director, “To Be The Best: Career Development for the Profession of Teaching” (\$130,500),</b>	
• Indiana Department of Education	May-June 1987
<b>Director, “To Be The Best: Career Development for the Profession of Teaching” (\$35,000),</b>	
• Indiana Department of Education	October 1987
<b>Director, “Teaching Effectiveness: A Coordinated Hierarchy for Education Reform” (\$35,000),</b>	
• Title VI, United States Department of Education, and Indiana University-Kokomo	1986-1987
<b>Director, “Project: TEACHER, a program for education improvement” (\$50,000),</b>	
• Teacher Quality Division, Indiana Department of Education	1985-1986

## **PRESENTATIONS**

<b>Presenter, Randall Tobias Center for Leadership Excellence Conference,</b>	
<b>Colorado Spring, Colorado</b>	
“Marian Academy for Teaching and Learning Leadership	February, 2012
<b>Presenter, Conference on Contemporary Leadership</b>	
• IPFW Fort Wayne, Indiana	February 2005
<b>Presenter, Indiana School Boards Association Conference</b>	
• “Vocational Education” session	1999
<b>Presenter, Indiana School Boards Association Conference</b>	
• “School to Work” Session	1997
<b>Presenter, Indiana School Boards Association Conference</b>	
• “Choose Eastern!: A Community-Centered School Improvement Process”	1997
<b>Presenter, Indiana School Boards Association and Indiana Association of Public School Superintendents Conference</b>	
• “School Reform Issues”	1995
<b>Speaker, “Values in Education”</b>	Kokomo, Indiana 1994
<b>Speaker, “Restructuring Schools”: Phi Delta Kappa</b>	1993
<b>Presenter, “Performance Based Teacher Evaluation”</b>	
• Indiana Department of Education, Public Hearings, State of Indiana,	1987-1988

## **PROFESSIONAL DEVELOPMENT PARTICIPATION**

<b>Member, Charter School Board, City of Indianapolis, Indiana</b>	2008 – present
<b>Member, Education Advisory Committee</b> Brebeuf Jesuit Preparatory School	2008 - present
<b>Member, Futures Committee</b> Manchester College	Fall 2005
<b>Member, Indiana Student Achievement Institute, Community Council</b> • South Whitley Elementary School South Whitley, Indiana	Fall 2005
<b>Participant, Dispositions Development Conference</b> • Northern Kentucky University Highland Heights, Kentucky	November 2005
<b>Member, Indiana Professional Standards Division</b> initial accreditation visit • Earlham College Richmond, Indiana	October 2003
<b>Participant, Blackboard Technology Training Session</b> • Manchester College, North Manchester, Indiana	August 2003
<b>Participant, Council of Independent Colleges Conference for Department Chairs</b> Chicago, Illinois	June 2003
<b>Participant, Conflict Mediation Workshop</b> • Manchester College North Manchester, Indiana	March 2003
<b>Participant, Indiana Association of Colleges of Teacher Education Conference on Unit Assessment Systems</b> • Franklin College Franklin, Indiana	August 2002
<b>Participant, Indiana Professional Standards Board Licensing Advisor Seminar</b> Indianapolis, Indiana	August 2002
<b>Participant, Indiana Professional Standards Board Unit Assessment Systems Training Seminar</b> • Indiana State University Terre Haute, Indiana	July 2002
<b>Participant, Indiana Association of Colleges of Teacher Education Conference</b> • Taylor University Fort Wayne, Indiana	March 2002
<b>Participant, Indiana Professional Standards Board/National Council for Accreditation of Teacher Education Board of Examiners Training Session</b> • Ball State University Muncie, Indiana	June 2002
<b>Participant, National Council for Accreditation of Teacher Education National Conference</b> Washington D.C.	April 2002
<b>Participant, American Association of Colleges of Teacher Education National Conference</b> Dallas, Texas	March 2001
<b>Participant, Association for Supervision and Curriculum Development National Conference</b> San Antonio, Texas	June 2001
<b>Participant, Fulbright Commission</b> • Superintendents Study in Germany	July 1998
<b>Indiana Rotary Study Group to Germany</b>	May-June 1994
<b>Member, Leadership Kokomo Education Day</b> • Panel on Public Education	1994



**Member, North Central Association Evaluation Team**  
Noblesville, Indiana 1992

**Member, Special Education On-Site Evaluation Team**  
• Clay Community Schools Greencastle, Indiana 1991

**Member, State Superintendent's Advisory Council**  
• Indiana Department of Education 1990-1991

**Member, Performance Based Accreditation Advisory Panel**  
• Indiana Department of Education 1989-1991

**Member, ISTEP Blue Ribbon Panel**  
• Indiana Department of Education 1989-1991

**Member, Federal Selection Panel, National Secondary School Recognition Program**  
• United States Department of Education, Washington, D.C. 1988-1989

**Participant, "Teacher Performance Evaluation"**  
• American Association of School Administrators, Scottsdale, Arizona 1988

**Participant, "Business and Education: A "Time for Plain Talk"**  
• Center for the Study of Values, DePaul University  
Chicago, Illinois November 1986-1988

**Participant/Discussion Leader, President Reagan's Task Force on Family**  
• United States Department of Education Chicago, Illinois October 1986

**Member, Federal Selection Panel, National Secondary School Recognition Program**  
• United States Department of Education Washington D.C. November 1986-1988

**Member, Indiana University-Kokomo Education Advisory Council** 1989-1991

## **LEADERSHIP**

**Chair, Indiana Professional Standards Division** continuing accreditation visit  
• Marian College Indianapolis, Indiana October 2005

**Evaluator, Education Testing Service School Leaders Licensure Assessment**  
• Princeton University Princeton, New Jersey June 2005

**Accreditation Team Administrator, National Council for Accreditation of Teacher Education/Indiana Professional Standards Board** continuing visit  
• Manchester College North Manchester, Indiana November 2004

**Chairman, Indiana Association of Public School Superintendents, Information and Research Oversight Commission**  
• "School to Work" presentation on SAT scores 1995

**Consultant, "Re: Learning Implementation Grant"**  
• Indiana Department of Education and Coalition of Essential Schools, Brown University, Rhode Island (\$20,000) 1992

**Executive Committee, Hudson Institute "Modern Red Schoolhouse"**  
• New American Schools Development Corporation 1992

**Consultant, "Teaching Math and Science at the Elementary School"**  
• Indiana University-Kokomo and U.S. Department of Education, Title II, (\$25,000), 1991

**Consultant, "Re: Learning Local Initiative Grant"**  
• Indiana Department of Education and Coalition of Essential Schools, Brown University, Rhode Island (\$25,000) 1991

**Chairman, Professional Development Task Force,**  
• Indiana Department of Education 1988

## **AWARDS**

<b>Recipient, Sagamore of the Wabash Award</b>	
• Presented by Governor Frank O'Bannon	2001
<b>Recipient: Distinguished Hoosier Award</b>	
• Presented by Governor Evan Bayh	1996
<b>Recipient: Faculty Service Award from Indiana University — Kokomo</b>	1995
<b>Recipient, Facilitator of the Year Award in Graduate Studies in Education</b>	
• Indiana Wesleyan University	1995-1996
<b>Recipient: Superintendent of the Year, Indiana Shriners State Award</b>	1994
<b>Finalist, State Superintendent of Public Instruction selection process</b>	
• Governor's Residence Indianapolis, Indiana	1985

## **UNIVERSITY / COLLEGE TEACHING EXPERIENCE**

### **Manchester University: 2001 - 2006**

IDIV 121 — Be a Hero. Be Yourself.  
 EDUC 410 — Teacher in Today's School  
 EDUC 235 — Education Psychology  
 EDUC 111 — Introduction to Teaching

### **Indiana University-Kokomo: 1974 - 2001**

P300 — Multi Cultural Education  
 A590 — Ethical Dimensions of Teaching  
 A500 — Introduction to School Administration  
 S507 — The Teacher and Secondary School Organization  
 S508 — School Law  
 A510 — School and Community Relations  
 H520 — Education and Social Issues  
 A536 — Supervision of Instruction  
 E547 — Advanced Teaching Methods in Social Studies in the Elementary School  
 H553 — The Teacher and Elementary School Organization  
 A625 — Elementary School Administration  
 H340 — Education and American Culture  
 K521 — Survey of Learning Disabilities  
 K522 — Survey of Mental Retardation  
 S51 1 — Individualizing Instruction  
 E594 — Research in Elementary Education  
 M101 — Introduction to Teaching  
 P503 — Curriculum Development  
 P505 — Public Education and Individual Growth  
 R152 — Introduction to Religions of the West

### **Indiana Wesleyan University: Marion/Indianapolis/Fort Wayne: 1992 — 2009**

EDLR 618 — Legal Issues in School Administration  
 EDLR 612 — Principal Practicum  
 EDLR 610 — Principalship  
 EDU 589 — Integrating Diversity Perspectives in Education  
 EDU 557 — Education Leadership  
 EDU 556 — Research in Education  
 EDU 553 — Individual Assessment  
 EDU 551 — Instruction Theory and Design  
 EDU 550 — Curriculum Design and Development  
 EDU 545 — Contemporary Issues in Education

**Ball State University, Muncie, Indiana: 1983**

EDAD 530 — Personnel Administration

EDAD 536 — Supervision of Instruction

**EDUCATIONAL / FRATERNAL / CIVIC ORGANIZATIONS AND ACTIVITIES**

\*Past President, Indiana Association of Public School Superintendents

• Chairman, Information and Research Commission, Indiana Association of Public School Superintendents

• Member, Executive Committee, Indiana Association of Public School Superintendents

• Chairman, Board of Directors, Eastern Howard Performing Arts Society

• Member, Association for Supervision and Curriculum Development

• Past Chairman, Public and Education Division, United Way of Howard County

• Member, Board of Directors, Howard-Tipton Chapter, American Red Cross

• Member, Howard County Task Force on Child Abuse

• Past President, North Central Indiana Schools Study Council

• Member, Howard Community Hospital Board of Advisors

• Member, Howard County Area Economic Development Commission

• Chairman, House Committee, Kokomo Country Club

• Chairman, Renovation Project, Kokomo Country Club

• Past President, Board of Directors, Kokomo Country Club

• Member, Lions International, Howard County

**REFERENCES**

**Daniel J. Elsener, President, Marian University, 3200 Cold Spring Road,  
Indianapolis, Indiana 46222. tel# 317.955.6103. email: [delsener@marian.edu](mailto:delsener@marian.edu)**

**Dr. Tom J. Enneking, Provost, Marian University, 3200 Cold Spring Road,  
Indianapolis, Indiana 46222. tel# 317.955.6014. email: [tenneking@marian.edu](mailto:tenneking@marian.edu)**

**Kira-Orange Jones, Executive Director, Greater New Orleans Teach for America,  
Email address: [Kira.OrangeJones@teachforamerica.org](mailto:Kira.OrangeJones@teachforamerica.org)**

**Dr. Jo Young Switzer, President Emeritus, Manchester University, 604 East College Avenue,  
North Manchester, Indiana, 46962. tel# 260.982.5000. email: [president@manchester.edu](mailto:president@manchester.edu)**

# Timothy R. Hurlbut

11172 Giddings Pl, Noblesville, IN 46060 (317) 418-5291 trhurlbut@yahoo.com

## EDUCATION

### Indiana University School of Law – Indianapolis

Juris Doctor, May 2002

GPA 3.45/4.0 Class Rank: 44/257, Top 20%, *cum laude*

- Dean's List
- Scholarship recipient from the Program in International Human Rights Law to work in Budapest, Hungary
- Admitted to Indiana Bar November 2002

### Indiana University, Bloomington, IN

Bachelor of Arts – Double Major in Political Science and History, May 1996

- Dean's List
- Theta Chi Fraternity

## RECENT AWARDS AND RECOGNITION

- Selected as an Indiana Rising Star by Super Lawyers
- Graduate of the Indianapolis Bar Association Bar Leader Series
- Recipient of the Indianapolis Bar Association Board of Directors Award

## EXPERIENCE

### Partner

Jan. 2016 to present

Densborn Blachly, LLP, Indianapolis, IN

- Represent numerous banks in origination of commercial loans
- Continue to counsel banks in the workout and restructuring of commercial loans
- Advise businesses on aspects of mergers and acquisitions
- Counsel businesses on general corporate matters
- Assist real estate developers with acquisition, development, construction and finance of various real estate projects

### Partner

Dec. 2008 to Jan. 2016

Rubin & Levin, P.C., Indianapolis, IN

- Served as one of three members of the Management Committee which ran the day to day operations of a 45 employee firm
- Oversaw a revenue budget of more than \$7MM and an expense budget of \$4MM
- Served as counsel to numerous banks
- Regularly counseled and advise banks on workouts and restructuring of non-performing commercial loans
- Frequently advise banks on Article 9 UCC matters and federal tax lien issues
- Routinely negotiated and prepared loan commitment letters, credit agreements, promissory notes, security agreements, guaranties, mortgages and numerous other loan documents on behalf of banks
- Negotiated and drafted numerous Forbearance Agreements, Deeds in Lieu of Foreclosure Agreements and other loan restructuring documents on behalf of banks and borrowers
- Routinely negotiated and closed sales of loans on behalf of banks and prepare all necessary documents
- Acted as consultant to loan operations and documentation departments on policies, procedures and best practices
- Counseled and advised borrowers seeking new lending as well as debt restructuring and negotiated documents on their behalf
- Drafted and negotiated loan participation agreements and inter-creditor agreements between banks
- Served as a consultant to attorneys on cases involving mortgage foreclosure, replevin and priority of secured parties
- Negotiated asset sales and purchases on behalf of buyers and sellers; draft necessary documents and closed transactions
- Set up LLC's, and Corporations for clients and prepare governing documents, resolutions and minutes
- Prepared commercial leases on behalf of landlords and tenants
- Represented buyers and sellers in commercial real estate purchases and sales

### Associate Attorney

Mar. 2004 to Dec. 2008

Mishkin & Duvall, P.C., Indianapolis, IN

- Prepared and negotiated numerous business contracts and agreements covering a wide arrange of subjects
- Negotiated supply agreements with various manufacturers on behalf of wholesalers
- Negotiated exclusive distributorship agreements on behalf of distributor including private label deals
- Prepared and negotiated asset purchase agreements
- Conducted due diligence for asset purchase agreements and closed asset purchase sales

- Personally prepared and negotiated numerous commercial leases on behalf of landlords for shopping centers/strip malls, office buildings and stand alone buildings throughout the United States. Negotiated directly with attorneys for Fortune 500 and 1000 tenants without attorney supervision
- Prepared and negotiated commercial real estate purchase agreements for both buyers and sellers in Indiana and other parts of the United States without attorney supervision
- Drafted closing documents for numerous commercial real estate closings including stand alone buildings, strip malls and apartment complexes and personally closed eight commercial real estate deals, including three 1031 exchange deals without attorney supervision
- Negotiated commercial loans and loan documents on behalf of borrowers
- Prepared Complaints, Answers, Discovery, Default Judgments, Summary Judgment Motions, Briefs and various Motions in connection with general business litigation
- Managed complex litigation with local counsel all over the United States
- Drafted employment agreements, covenants not to compete, severance agreements and employee manuals
- Prepared phantom stock plan for client
- Prepared buy/sell agreements
- Drafted and amend articles of incorporation, by-laws, articles of organization, operating agreements, corporate resolutions and minutes
- Participated in establishing an employee stock ownership plan for a client

#### **Part Time Research Assistant**

Nov. 2003 to Apr. 2004

Professor Robert Katz – IU School of Law - Indianapolis

- Primarily researched issues concerning nonprofit organizations
- Assisted in drafting and editing a law review article dealing with charitable gifts and victim compensation. This article was published in the DePaul University Law School Law Review

#### **Staff Attorney/Pro Bono Fellow**

Oct. 2002 to Mar. 2004

Community Organizations Legal Assistance Project (a/k/a Community Development Law Center), Indianapolis, IN

- Hired as the first ever Indiana Pro Bono Fellow
- Served in a general counsel role to non-profit organizations that serve the homeless
- Drafted and negotiated general business contracts and leases on behalf of the non-profit organizations
- Reviewed, revised and amended Articles of Incorporation and By-Laws
- Created, reviewed, revised and amended policies and procedures for the non-profit organizations
- Addressed tax issues related to non-profit organizations
- Reviewed and revised employee handbooks and addressed certain issues related to possible hiring discrimination based on religion
- Routinely met with clients to develop an overall business and funding strategy
- Worked extensively with the Indianapolis Homeless Management Information System to create policies and procedures and achieve compliance with HUD regulations and HIPAA

#### **Law Clerk**

Jan. 2001 to May 2001

Marion County Public Defender's Office, Traffic Court, Indianapolis, IN

Aug. 2001 to Dec. 2001

- Represented clients as a certified legal intern for Driving While Suspended, Operating a Vehicle Having Never Received a License, and Reckless Driving
- Negotiated plea agreements with the prosecutor

#### **Law Clerk**

May 2001 to Aug. 2001

European Roma Rights Center, Budapest, Hungary

- Drafted a report that was submitted to the United Nations Human Rights' Committee concerning the situation of the Roma people in the Czech Republic
- Wrote a legal memorandum concerning the effect of a judge's remarks concerning the ethnicity of the applicants to the European Court of Human Rights

#### **Law Clerk**

Aug. 2000 to Dec. 2000

Marion County Public Defender's Office - D Felony Court, Indianapolis, IN

- Prepared legal memoranda for cases involving fourth amendment search and seizure issues
- Assisted the Public Defender in two jury trials involving theft charges; involved in voir dire and cross examination of prosecution witnesses

**Corporate Trust Officer**

June 1996 to July 1999

Horizon Bank, Michigan City, IN

- Responsible for all aspects of Employee Benefit Plans including sales, compliance and investments
- Directed marketing, sales, and administration of all Cash Sweep Accounts; increased the amount of business by more than 300%; redesigned and streamlined maintenance of accounts from one hour a day to one hour a week
- Managed two employees in the Corporate Trust Division
- Developed, designed, marketed and implemented a Courier Service for business customers
- Chaired Committee to redesign the Commercial Checking Account

**Staff Intern**

Sept. 1994 to Dec. 1994

U.S. Senator Sam Nunn, Atlanta, GA

- Responded to constituent letters on behalf of Senator Nunn
- Worked with various counties in GA to receive federal disaster relief money due to the floods of 1994

**Sally L. Vaught**  
**1640 South Riley Highway**  
**Shelbyville, Indiana 46176**

**Home Phone#: 317-398-3841**  
**Cell Phone#: 317-512-2794**  
**Email: [mvaught\\_19@comcast.net](mailto:mvaught_19@comcast.net)**

***Educational Experience~***

**2012-2014 Marian University**

**Indianapolis, Indiana**

**Mentoring Principal for the Marian Teaching and Learning Leadership Academy**

- Mentored and advised two future administrators during their two year mentorship program in the Academy

**2005-2012 Loper Elementary School**

**Shelbyville, Indiana**

**Elementary Principal**

- Created and implemented a shared vision in alignment with corporation vision:  
*First Class-Class First*
- Ensured management of school operations to produce a safe and effective learning environment
- Promoted and modeled integrity, fairness, and ethical behavior
- Supervised curriculum, instruction, and assessment implementation
- Assigned teachers to grades and students to classes
- Evaluated performance and effectiveness of staff
- Developed Capital Projects budget/purchases
- Developed and implemented Title I Schoolwide Improvement Plan
- Coordinated and implemented professional development for staff
- Oversaw Acuity, mClass, IREAD, ISTEP+ assessments for K-5<sup>th</sup>
- Disseminated schoolwide data that drove school initiatives
- Maintained K-5<sup>th</sup> data wall and facilitated grade level data meetings
- Created schoolwide core subject, computer, and paraprofessional schedule
- Participated on various corporation committees

**2002-2005 Shelbyville Central Schools**

**Shelbyville, Indiana**

**GT/Title I/Title 3 District Coordinator**

- Coordinated, developed and aligned curriculum for GT
- Identified student qualifiers for GT program
- Provided GT professional development to staff
- Oversaw program for Title I
- Supervised reading intervention programs
- Provided support and para professional development
- Coordinated Shelbyville Central School's ELL support services
- Developed ELL curriculum
- Completed grant writing for Title I, GT, and Title 3 programs
- Supervised budget and grant fiscal matters
- Evaluated data associated with Title I, GT, and Title 3 programs

**1997-2002 Coulston Elementary School**

**Shelbyville, Indiana**

**4<sup>th</sup> Grade Teacher**

- Developed 4<sup>th</sup> Grade GT curriculum

**1994-1997 Hendricks Elementary School**  
**2<sup>nd</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> Grade Teacher**

**Shelbyville, Indiana**

- Developed curriculum for inclusion and Title students in 2<sup>nd</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> grades

**1980-1981 Blue River Vocational Schools**

**Shelbyville, Indiana**

- Taught adult GED classes in Hope, Indiana

**1976-1980 Waldron Elementary Schools**  
**6<sup>th</sup> Grade Teacher**

**Waldron, Indiana**

- Developed 6<sup>th</sup> grade curriculum

### ***Additional Educational Experience~***

**2009-2012 IDOE Indiana Institute for School Leadership Teams**

- As a Distinguished Principal, I was paired with a Comprehensive Intensive Title 1 school and worked with fellow principals, teachers, administrative staff and community members to enhance student learning opportunities with the goal of making AYP. Both schools, Southwick Elementary in East Allen and Patricksburg in Spencer Owen, achieved that goal.

### ***Education~***

**2007-2009 IPLA - IDOE**

- Completed 2 year principal training program

**2002-2005 Ball State University**

- Completed Master of Arts in Educational Administration and Supervision

**1997 Indiana Wesleyan University**

- Recertification – Continuing Education

**1991 Indiana University**

- Recertification – Continuing Education

**1976 Purdue University**

- Bachelor of Arts, Elementary Education, K-7<sup>th</sup> Non-departmentalized

### ***Recognitions, Awards, and State Committees~***

**2012 Principals' Advisory Committee**

- Indiana Department of Education

**2010-2011 Indiana 4 Star School Award**

- Loper Elementary School, Shelbyville Central Schools

**2009 Title 1 Distinguished School Award**

- Loper Elementary School, Shelbyville Central Schools

**2009 Indiana Distinguished Principal**

- One of ten recognized in the state by the IDOE

**2008 School Improvement Status**

- Loper Elementary School was one of twenty-four Indiana schools who made Adequate Yearly Progress for two consecutive years on the ISTEP+, and was no longer classified as a Title 1 school in improvement



***Professional References~***

Dr. David Adams      Superintendent, Shelbyville Central Schools, Shelbyville, Indiana

- 317-392-2505

Mrs. Mary Harper      Asst. Superintendent, Shelbyville Central Schools, Shelbyville, Indiana

- 317-392-2505

Mr. Austin Theobald      Principal, Rushville Elementary School, Rushville, Indiana

- 317-431-6373

***~Additional training and community involvement available on request. ~***

To: Mayor Joseph Hogsett  
From: Mr. Rod G. Haywood, J.D.  
Date: 8-1-2016

Re: Ignite Achievement Academy Application

I am working with Ignite Achievement Academy, Inc. to build a new school of excellence for underserved children in Indianapolis. If our application is approved, I would serve as a member of the school's governing board of directors. Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

Experience:

Higher educational instructor for more than 15 years with experience in higher education administration, not for profit organizations (creation, maintenance and compliance).

Knowledge:

Juris Doctor, St. Thomas University School of Law  
Bachelor of Science, Communications, Butler University

Conflicts of Interest:

I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at:  
p. 317.709.5358  
e. rodghaywood@gmail.com

Sincerely;

A handwritten signature in black ink that reads "Rod G. Haywood, J.D." in a cursive script.

Rod G. Haywood, J.D.

To: Mayor Joseph Hogsett  
From: Timothy R. Hurlbut  
Date: August 1, 2016

Re: Ignite Achievement Academy Application

I am working with Ignite Achievement Academy, Inc. to build a new school of excellence for underserved children in Indianapolis. If our application is approved, I would serve as a member of the school's governing board of directors. Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

Experience:

I am in my 14<sup>th</sup> year of practicing law. I have served on a three-person management committee for my previous law firm which ran the day to day operations of a 45 employee firm and oversaw a budget of over \$4MM. I routinely represent banks in various types of financial transactions. Before law school I worked in banking. I believe that I will be able to assist with the financial aspects of the Academy.

Knowledge:

I routinely advise businesses on general corporate matters. I have served as general counsel to non-profits in the past. I will be able to assist with contracts, vendors and other business matters as well as with governance issues.

Conflicts of Interest:

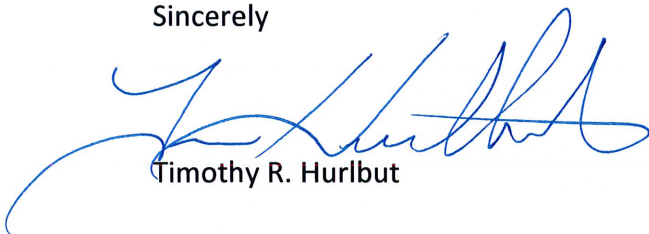
I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at:

p. 317-669-0141 (work); 317-418-5291 (cell)

e. [thurlbut@dblaw.com](mailto:thurlbut@dblaw.com) or [trhurlbut@yahoo.com](mailto:trhurlbut@yahoo.com)

Sincerely



Timothy R. Hurlbut

To: Mayor Joseph Hogsett  
From: Jason Miller  
Date: 7.29.16

Re: Ignite Achievement Academy Application

I am working with Ignite Achievement Academy, Inc. to build a new school of excellence for underserved children in Indianapolis. If our application is approved, I would serve as a member of the school's governing board of directors. Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

Experience:

### **EDUCATION**

- **Kellogg Community College**, Battle Creek, MI, Associates Degree (May 2002)
- **Kentucky State University**, Frankfort, KY (Aug. 2002 – May 2003)
- **Indiana University-Purdue University Indianapolis**, Indianapolis, IN  
Bachelor of Science General Studies, (May 2004)  
Master of Public Affairs: Nonprofit Management Graduate Certificate (Present – Anticipated: May 2016)
- **Marian University**, Indianapolis, IN, Master of Arts in Teaching: Mild Intervention & Physical Education      Completed 90% /Praxis 1 (Aug. 2008 – July 2011)  
\*\*Proficient in Microsoft Office: Outlook, Word, Excel.

*Mentor/ Case Manager (DCS)*

#### **Family & Community Partners, LLC, Indpls, IN (November 2015 – Present)**

- Provides direct assistance to the youth and their families through advocating, teaching, demonstrating, monitoring, and role modeling new, appropriate skills through tutoring, mentoring, parent education training, child development education & behavior modification services.
- Organizes, communicates, coordinates, and facilitates educational and support groups, pro-social group outings, and volunteer opportunities for participating youth and parents. Generates monthly reports & prepares case notes. Represents Promising Futures to the community by attending juvenile court proceedings, staffing/child & family team case conferences with established community partners and conducts outreach with potential referral sources. Assists with presentations to school personnel, community groups, parent groups, and the business community.

*Family/Youth Specialist*

#### **Promising Futures, Inc. Youth Program, Indpls, IN (July 2014 – November 2015)**

- Provides direct assistance to the youth and their families through advocating, teaching, demonstrating, monitoring, and role modeling new, appropriate skills through tutoring, mentoring, parent education training, child development education & behavior modification services.

- Organizes, communicates, coordinates, and facilitates educational and support groups, pro-social group outings, and volunteer opportunities for participating youth and parents. Generates monthly reports & prepares case notes. Represents Promising Futures to the community by attending juvenile court proceedings, staffing/child & family team case conferences with established community partners and conducts outreach with potential referral sources. Assists with presentations to school personnel, community groups, parent groups, and the business community.

#### *Clinical Associate*

##### **Healing Hidden Hurts, Carmel, IN (January 2013 – February 2015)**

- Currently meets with clients by conducting both individual and group counseling sessions with primarily individuals who are facing or dealing with depression, anxiety, post-traumatic stress, various mental health issues, interpersonal and relationship challenges.
- Provides support, problem-solving skills, personal development and coping strategies to each client while maintaining an accurate account log of progression case notes, diagnosis preparation and potential goal setting and values.

#### *Exceptional Learners Teacher*

##### **Snacks Crossing Elementary School, Metropolitan School District of Pike Township (Dec. 2011 – June 2012)**

- Acted as both a Teacher and a Behavior Consultant by implementing effective behavior plans while educating classrooms and individual students.
- Administered and exceeded academic standard lessons to individual students while monitoring each individual's behavior in the classroom from the range of Kindergarten through the Fifth grade.
- Acquired knowledge and training of daily operations by creating effective behavior and individual educational plans for students.
- Worked with the parents to strengthen the educational program while preparing daily and weekly reports for both parent and teacher case conferences.

#### *Assistant District Behavioral Consultant/Specialist*

##### **Metropolitan School District of Pike Township, Indianapolis, IN (Aug. 2009 – Dec. 2011)**

- Attained a precise understanding of effective behavior improvement essential to the education system while assisting the District Behavior Consultant.
- Traveled from various schools on a daily basis monitoring the classroom behavior, evaluating and counseling individual students throughout the school district from the range of Kindergarten through the 12th grade.
- Supported teachers by generating behavior assessments, preparing reports and implementing effective behavioral plans for individual students.
- Assisted teachers by constructing and implementing differentiated instructional lesson plans through classroom behavior observations and co-teaching in the middle school sectors of the district classrooms.

- Worked as a liaison between the students and their parents while attending weekly scheduled case conferences and District Behavior Support team meetings.

*Guion Creek Middle School Basketball Coach*

**Metropolitan School District of Pike Township, Indianapolis, IN (Oct. 2008 – Jan. 2010)/  
(Oct. 2011- Jan. 2012)**

- Lead both the Seventh & Eighth Grade Boys Basketball Teams through two undefeated seasons.
- Coached both the Seventh & Eighth Grade Boys Basketball Teams through three championship seasons.
- Facilitated the fundamentals of basketball through mentoring, instructional team meetings, demonstrations and practice.

**Knowledge:**

Miller was born and raised in Indianapolis, Indiana. He is a college graduate of Indiana University-Purdue University Indianapolis (IUPUI). Jason's main mission in life is to change the world through relationships and spiritual direction. Through his years of being connected to college sports, professional basketball, celebrities and powerful leaders, Miller was hyper-exposed to a multitude of relationship scenarios, such as dating, groupies, infidelity, and business affairs. Jason's desire to study relationships and marriage dynamics were fueled from a combination of personal life experiences, observations, and the teachings of his mentors. Miller decided to study the effects of relationships on educational progression/digression by entering into education becoming a district behavioral consultant and a classroom teacher (and basketball coach). Miller has spent the last 16 years of his life researching, speaking, and collecting data to support his position on these arguments. He has also coached a seventh and eighth grade boys' basketball team during the course of his studies; researching the effects of negative relationships and marriages on student athlete's performances both on and off the court. Miller decided to coach for only three years: (His teams had two undefeated championship seasons in 2008 and 2009; with another championship season in 2012). One of his players went on to become a star student athlete at Purdue University (LaSalle "PJ" Thompson).

Jason has authored four relationship self-help books (1) *Lover or Loser: Your personal relationship guide* / (2) *Cheaters Exposed: How when and why men and women cheat* / (3) *The Single Mother Factor: Empowerment from a male's perspective* / (4) *The People Reader: How to discern the spiritual energy of any person you meet*. He is currently finishing his fifth book that is scheduled to debut in the beginning of 2017 which is geared towards mastering physical/metaphysical communication. The mercurial success of his first debut as an author drew the attention of the local Indianapolis media, which led Miller into his coaching, counseling-counselors, mentoring, public speaking, radio/television analyst career after basketball.

Jason is currently the Executive Director of a 501(c)3 nonprofit organization/ministry that specializes in spiritual/metaphysical mentorship ([www.impactphase.org](http://www.impactphase.org)). Although he has experienced a tremendous amount of success with assisting his clients with grief, anger, anxiety, depression, and compassion fatigue as a result of trauma/abuse, his primary passion is to empower his clients with their relationship, marital, motivational, purpose identification and spiritual/metaphysical issues.

Jason is a well-rounded individual with extensive experience in radio, public speaking, event planning, basketball coaching, counselor-counseling, spiritual direction counseling, teaching, and relationship coaching for youth and adults. Jason believes the only way to change our future is to mentor, impact, and reshape the viewpoints of individuals that were born to hear your message by consistently empowering them with tangible, accurate information about real-life relationship choices, scenarios, and solutions.

*“I PROMISE TO CHANGE THE WORLD ONE RELATIONSHIP AT A TIME”*

Conflicts of Interest:

I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at:

p. (317)366-9129

e. [info@impactphase.org](mailto:info@impactphase.org)

Name: *Jason Miller*

To: Mayor Joseph Hogsett  
From: Sally Vaught  
Date: July 30, 2016

Re: Ignite Achievement Academy Application

I am working with Ignite Achievement Academy, Inc. to build a new school of excellence for underserved children in Indianapolis. If our application is approved, I would serve as a member of the school's governing board of directors. Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

Experience:

*Educator/Mentor:*

- 2012-2014: Mentoring Principal for the Marian Teaching and Learning Leadership Academy
- 2005-2012: Loper Elementary Principal, Shelbyville Central Schools, Shelbyville, Indiana
- 2002-2005: GT/Title1/Title 3 District Coordinator, Shelbyville Central Schools, Shelbyville, Indiana
- 1976-2002: Elementary Teacher of 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> Shelbyville Central and Shelby Eastern School Districts, Shelby County

*Additional Educational Experience:*

- 2009-2012: IDOE Indiana Institute for School Leadership Teams  
As a Distinguished Principal, I was paired with a Comprehensive Intensive Title 1 schools and worked with fellow principals, teachers, administrative staff, and community members to enhance student learning opportunities with the goal of making AYP status.
- 2010-2012: Indiana 4 Star School Award, Loper Elementary School
- 2009: Title 1 Distinguished School Award, Loper Elementary School
- 2009: Indiana Distinguished Principal, IDOE

Knowledge:

Having been an educator, administrator, and principal of a diverse population with equally challenging educational levels involving both ends of the spectrum, I understand the discussions involving a viable school environment and the systematic way in which it functions. My experience of looking intensively at curriculum as an instructional leader and holistically at managerial/leadership tasks as a school principal will add to the skill sets of the school board.

Conflicts of Interest: None

I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at:

p. 317-512-2794

e. mvaught\_19@comcast.net

*Sally Vaught*

Sally Vaught  
1640 South Riley Highway  
Shelbyville, Indiana 46176



To: Mayor Joseph Hogsett  
From: Lindan B. Hill, Ph.D.  
Date: July 28, 2016

Re: Ignite Achievement Academy Application

I am working with Ignite Achievement Academy, Inc. to build a new school of excellence for underserved children in Indianapolis. If our application is approved, I would serve as a member of the school's governing board of directors. Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

Experience: 32 years in P-12 education: teacher, principal, superintendent. 15 years to present in higher education: director of teacher education, dean of school of education, director of leadership academy, assistant provost for graduate studies administration, interim associate for academic quality. 7 years as member of Mayor's Charter School Board, City of Indianapolis.

Knowledge: curriculum, instruction, assessment, leadership, governance, innovation, student learning outcomes, statistical analysis.

Conflicts of Interest: none

I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at:  
p. 317-955-6083  
e. lhill@marian.edu

Name:  
Lindan B. Hill, PhD.  
Marian University  
3200 Cold Spring Road  
Indianapolis, IN 46222

To: Mayor Joseph Hogsett  
From: Judy Bardonner, Ph.D.  
Date: August 2, 2016

Re: Ignite Achievement Academy Application

I am working with Ignite Achievement Academy, Inc. to build a new school of excellence for underserved children in Indianapolis. If our application is approved, I would serve as a member of the school's governing board of directors. Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

#### Experience:

I am passionate about changing the demographics of education for all learners but especially children living in low resource, high poverty settings. My work has always focused on raising student achievement through experiential learning activities in literacy and numeracy. I began my teaching career as a high school English teacher in the Indianapolis Public Schools, received my master's degree in Special Education from Butler University, and obtained my Ph.D. in Language Education, Special Education, and Educational Leadership from Indiana University - Bloomington in 2007. During my K-12 teaching careers in IPS and MSD Lawrence Township, I have led school-wide and district-wide initiatives designed to change literacy teaching practices for students considered at-risk.

I am fiercely committed to changing the demographics of education. As Director of the Center for Community Learning in Marian University's School of Education, I have directed several programs that partner Marian University with community organizations and schools to build capacity in staff and students. Each of these programs has been involved in quantitative assessment, and students participating in these programs have shown at least a 70% increase in achievement as measured by standardized tests.

#### Educational Outreach Projects:

##### Marian University Summer Learning Institute

Marian University's Summer Learning Institute (SLI), is committed to serving youth enrolled in out-of-school time programs. Research shows that all students, but especially students in urban settings, experience learning loss during the summer. The Summer Learning Institute is an innovative, collaborative effort between the community and Marian University to stop this learning loss. The SLI sends out teams of university students along with a Master Teacher to play math learning games with students. Long-term research is being conducted on our success. We are currently investigating the dosage to reverse math learning loss. Early findings are indicating that with at least 10 hours of SLI math over the summer, summer learning loss is being stopped and in some cases, reversed.

YouthBuild Indy Education Team Director

YouthBuild Indy (YBI) is a federally funded program managed locally by EmployIndy. Participation is open to residents of Marion County who are between 18 and 24 years of age, do not have a high school diploma, and face barriers to employment. Marian University provides the educational services for the program. Since Marian University's involvement in 2010, I have directed and designed the curriculum and instruction, and hired, trained, and supervised the teaching staff. We are using an Active Learning Approach that is centered in relationship-building. Students are taught how to learn independently with a goal of creating self-efficacy for learning. YBI has become one of the academically premiere YouthBuild programs in the nation. In the 2014-2015 time period, YBI ranked in the nation's top 15 of 190 YouthBuild affiliated programs. This accomplishment is based on 86 percent of YBI students receiving a high school equivalency diploma and 86 percent improving at least two grade levels in adult basic education numeracy and literacy.

Conflicts of Interest:

I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at:

Judy Bardonner, Ph.D.  
Director, Center for Community Learning  
3200 Cold Spring Road  
Oldenburg Hall, Room 273  
Indianapolis, IN 46222  
317.955.6545  
[jbardonner@marian.edu](mailto:jbardonner@marian.edu)  
[www.marian.edu](http://www.marian.edu)

**Marian University**  
*...profoundly transforming lives, society, and the world*

**BYLAWS**  
**OF**  
**IGNITE ACHIEVEMENT ACADEMY, INC.**

**ARTICLE I**

**General**

Section 1. Name. The name of the corporation is Ignite Achievement Academy, Inc. (the “Corporation”).

Section 2. Address. The street address of the Corporation’s initial registered office is 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202. The initial registered agent in charge of the initial registered office is Brooke Beavers.

Section 2. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding.

**ARTICLE II**

**Board of Directors**

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the “Articles”) and these Bylaws (the “Bylaws”). The Board of Directors shall have the number of members, no less than three (3), as designated by resolution of the Board of Directors from time to time.

Section 2. Election and Terms. The term of each member of the Board of Directors, other than the initial directors of the Corporation, shall extend for a period of three (3) years and until his or her successor is appointed or elected and qualified. At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at

a special meeting, the directors of the Corporation may elect a new director to replace the director whose term will expire, or has expired. Each such newly elected director shall serve for a term of three (3) years, or such other period as is prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. A director may serve any number of consecutive or nonconsecutive terms, provided that the director continues to meet the qualifications for which he or she was initially elected to serve as a director.

Section 3. Quorum and Voting. A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 4. Special Meetings. The Board of Directors may hold special meetings for any lawful purpose upon not less than two (2) days' notice, as described in Section 6 of this Article II, upon call by the Chair or by two (2) or more members of the Board of Directors. A special meeting shall be held at such date, time, and place inside the State of Indiana or elsewhere as specified in the call of the meeting.

Section 5. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code ("IC") section 5-14-1.5-1, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.

Section 6. Notice of Special Meetings. Oral or written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or

mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting.

Oral notice shall be effective when communicated. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

- (a) When received;
- (b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly to the address listed in the most current records of the Corporation;
- (c) On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or
- (d) Thirty (30) days after the notice is deposited with another method of the United States Postal Service other than first class, registered, or certified mail, as evidenced by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

Section 7. Waiver of Notice. Notice of a meeting may be waived in a writing signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director shall, at the beginning of the meeting or promptly upon the director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting.

Section 8. Means of Communication. The Board of Directors, or a committee thereof, may permit a director or a committee member to participate in a meeting through the use of any means of communication by which all participating directors or committee members, and all members of the public physically present at the place where the meeting is conducted, may simultaneously hear each other during the meeting, provided that (i) such meeting complies in all respects with the provisions of the Indiana Open Door Law in IC 5-14-1.5-3.6, and (ii) the Board of Directors has adopted a policy to govern participation in meetings by electronic communication pursuant to IC 5-14-1.5-3.6. A director or committee member participating in a meeting by such means shall be considered present in person at the meeting.

Section 9. Removal, Resignation, and Vacancies. A director may be removed from office at any time, with or without cause, by two-thirds of the directors then in office. A director may resign at any time by giving written notice of such resignation to the Board of Directors, the President, or the Secretary of the Corporation. The acceptance of a resignation shall not be necessary to make it effective. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the President, or the Secretary. A vacancy on the Board of Directors, whether created by removal or resignation of a director, may be filled by the Board of Directors, and the person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

### ARTICLE III

#### Officers

Section 1. In General. The officers of the Corporation shall consist of a Chair, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. All

officers may, but need not, be members of the Board of Directors. An officer may simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer's successor is elected and qualified. Any officer may be removed by the Board of Directors with or without cause. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

Section 2. Chair. The Chair shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The Chair shall perform such other duties as the Board of Directors may prescribe.

Section 3. Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 4. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board of Directors or the Chair, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.



Section 5. Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

## ARTICLE IV

### Committees

Section 1. Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.

Section 2. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and execute the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

## ARTICLE V

### Conflicts of Interest

Section 1. General Policy. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to

report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

- (a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
- (b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.
- (c) If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- (d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest or

by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.

- (e) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

## ARTICLE VI

### Indemnification

Section 1. Indemnification by the Corporation. To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in

connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article VI) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article VI.

#### Section 2. Definitions.

(a) As used in this Article VI, the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim, civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

- (i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation

where he or she served as such at the request of the Corporation;

- (ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or
- (iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.

(b) As used in this Article VI, the terms “liability” and “expense” shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.

(c) As used in this Article VI, the term “wholly successful” shall mean

- (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a court, with knowledge of the indemnity provided in this Article VI, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

Section 3. Entitlement to Indemnification. Every person claiming indemnification under this Article VI (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the “referee”), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article VI and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee’s findings that are within the possession or control of the Corporation.

Section 4. Relationship to Other Rights. The right of indemnification provided in this Article VI shall be in addition to any rights to which any person may otherwise be entitled.

Section 5. Extent of Indemnification. Irrespective of the provisions of this Article VI, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 6. Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof

upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 7. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article VI and insurance protecting the Corporation's directors, officers, employees, agents, or other persons.

## ARTICLE VII

### Contracts, Checks, Loans, Deposits, and Gifts

Section 1. Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3. Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositaries as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

## ARTICLE VIII

### Amendments

The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any proposed substantive alteration, amendment, or repeal of these Bylaws must be approved in writing by the authorizer of the School (as the term “authorizer” is defined in IC 20-24-1-2.5) prior to the Board of Directors of the Corporation taking any action thereon.

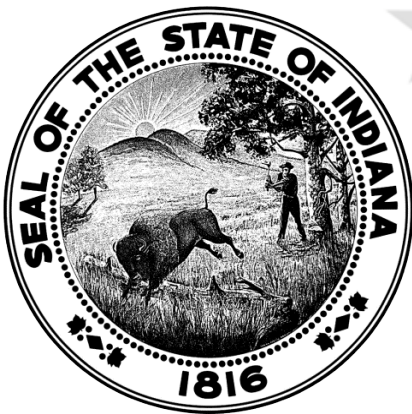


State of Indiana  
Office of the Secretary of State

Certificate of Incorporation  
of  
**IGNITE ACHIEVEMENT ACADEMY, INC.**

I, CONNIE LAWSON, Secretary of State, hereby certify that Articles of Incorporation of the above Domestic Nonprofit Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Monday, July 25, 2016.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, July 27, 2016

*Connie Lawson*

Connie Lawson  
SECRETARY OF STATE

201607251151468 / 7364853

To ensure the certificate's validity, go to <https://bsd.sos.in.gov/PublicBusinessSearch>

## ARTICLES OF INCORPORATION

### OF

### IGNITE ACHIEVEMENT ACADEMY, INC.

The undersigned Incorporator, desiring to form a corporation (the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act"), hereby executes the following Articles of Incorporation:

#### ARTICLE I

##### Name

The name of the Corporation is Ignite Achievement Academy, Inc.

#### ARTICLE II

##### Purposes

This Corporation is a public benefit corporation that shall be organized and operated exclusively to conduct, support, encourage, and assist such educational, charitable, scientific, and other programs and projects as are described in Sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code"). In furtherance of such purposes, the Corporation's specific purposes shall include operating one or more innovation network charter schools pursuant to Indiana Code, Title 20, Article 25.7, or corresponding provisions of any subsequent Indiana statute governing innovation network schools.

#### ARTICLE III

##### Powers

Notwithstanding any other provision of these Articles of Incorporation, neither the Board of Directors nor the Corporation shall have the power or authority to do any act that

INDIANA SECRETARY OF STATE  
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will prevent the Corporation from being an organization described in Code sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2). Subject to the foregoing statement, and subject to and in furtherance of the purposes for which it is organized, the Corporation shall possess, in addition to the general rights, privileges, and powers conferred by the Act or by other law, the following rights, privileges, and powers:

Section 1. To indemnify any person against liability and expenses, and to advance the expenses incurred by such person, in connection with the defense of any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, investigative, or otherwise, and whether formal or informal, to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law.

Section 2. To cease its activities and to dissolve and surrender its corporate franchise.

#### ARTICLE IV

##### Period of Existence

The period during which the Corporation shall continue is perpetual.

#### ARTICLE V

##### Initial Registered Agent and Initial Registered Office

Section 1. The name and address of the initial registered agent in charge of the Corporation's initial registered office are Brooke Beavers, 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202.

Section 2. The street address of the initial registered office of the Corporation is 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202.

Section 3. The undersigned hereby represents that the registered agent named in this Article has consented to the appointment of registered agent.

#### ARTICLE VI

##### Incorporator

The name and address of the Incorporator of the Corporation are Brooke Beavers, 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202.

#### ARTICLE VII

##### Members

The Corporation shall not have "members" as that term is defined in the Act. The Corporation may, upon the resolution of the Board of Directors, designate as "members" certain individuals, corporations, or other associations and organizations who satisfy certain criteria established by the Board of Directors and who support the purposes and programs of the Corporation. Such designation shall carry no legal significance under the Act and shall not entitle such "members" to any vote on Corporation matters or to attendance at Corporation meetings.

#### ARTICLE VIII

##### Directors

The exact number of directors of the Corporation shall be specified in or fixed in accordance with the Bylaws of the Corporation at a number no smaller than three (3).

#### ARTICLE IX

##### Election or Appointment of Directors

The directors of the Corporation, other than the members of the initial Board of Directors, shall be elected and appointed in the manner and for terms as specified in or fixed in accordance with the Bylaws of the Corporation.

## ARTICLE X

### Initial Board of Directors

The members of the initial Board of Directors of the Corporation shall be elected by the Incorporator. The names and addresses of the members of the initial Board of Directors, each of whom shall have the address of 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202, are as follows:

Dr. Judy Bardonner  
Rod Haywood  
Dr. Lindan Hill  
Tim Hurlbut  
Jason Miller  
Sally Vaught

## ARTICLE XI

### No Private Inurement

None of the Corporation's net earnings shall inure to the benefit of any private individual.

## ARTICLE XII

### Regulation of Corporate Affairs

The affairs of the Corporation shall be subject to the following provisions:

Section 1. The Corporation shall ensure that any innovation network charter schools that it operates (the "Schools") will admit students of any race, color, gender, sexual orientation, gender identity, disability, national or ethnic origin, religion, and ancestry to all the rights, privileges, programs, and activities generally accorded or made available to students at the Schools. The Corporation and the Schools it operates shall not discriminate on the basis of race, color, gender, sexual orientation, gender identity, disability, national or ethnic origin, religion, or ancestry (or any other characteristics or categories prohibited under federal, state, or local law) in

the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other programs administered by the Schools.

Section 2. The Corporation shall comply with all Indiana laws applicable to innovation network charter schools, including (but not limited to) the following provisions of the Indiana Code (“IC”), or corresponding provisions of subsequent Indiana law:

- (a) IC 5-14-1.5 et seq. (Indiana’s Open Door Law);
- (b) IC 5-14-3-1, et seq. (Indiana’s Access to Public Records Act);
- (c) IC 20-25.7-4-10 (public meeting requirement);
- (d) IC 20-24-8-5 (statutes applicable to charter schools);
- (e) IC 20-28-11.5 (staff performance evaluations);
- (f) IC 20-24-6 (employment of teachers and other personnel in charter schools).

Section 3. Notwithstanding any other provision of these Articles of Incorporation, if for any taxable year the Corporation is deemed a “private foundation” described in Code section 509(a), the Corporation’s income shall be distributed at such time and in such manner as not to subject the Corporation to the tax imposed by Code section 4942.

Section 4. Notwithstanding any other provision of these Articles of Incorporation, if at any time the Corporation is deemed a “private foundation” described in Code section 509(a), the Corporation shall not:

- (a) Engage in any act of self-dealing as defined in Code section 4941(d);
- (b) Retain any excess business holdings as defined in Code section 4943(c);
- (c) Make any investment in such manner as to subject the Corporation to tax under Code section 4944; or
- (d) Make any taxable expenditure as defined in Code section 4945(d).

Section 5. Neither the Board of Directors nor the Corporation shall have power or authority to do any act that will prevent the Corporation from being an organization described in Code section 501(c)(3).

Section 6. Except as otherwise permitted by Code section 501(h), no substantial part of the activities of the Corporation shall be or consist of carrying on propaganda, or otherwise attempting, to influence legislation.

Section 7. The Corporation shall not participate or intervene in (including the publishing or distributing of any statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 8. Subject to the provisions of these Articles of Incorporation and applicable law, the Board of Directors shall have complete and plenary power to manage, control, and conduct all the affairs of the Corporation.

Section 9. The power to make, alter, amend, and repeal the Corporation's Bylaws shall be vested in the Board of Directors.

Section 10. No director of the Corporation shall be liable for any of its obligations.

Section 11. Meetings of the Board of Directors may be held at any location, either inside the State of Indiana or elsewhere.

Section 12. All parties dealing with the Corporation shall have the right to rely upon any action taken by the Corporation pursuant to authorization by the Board of Directors by resolution duly adopted in accordance with the Corporation's Articles of Incorporation, Bylaws, and applicable law.

Section 13. The Board of Directors may from time to time, in the Bylaws of the Corporation or by resolution, designate such committees as the Board of Directors may deem desirable for the furtherance of the purposes of the Corporation.

### ARTICLE XIII

#### Dissolution of the Corporation

Upon the dissolution of the Corporation, the Corporation's assets and funds shall be disposed in the following order of priority:

- (a) First, to satisfy outstanding payroll obligations to employees of the Corporation;
- (b) Second, to creditors of the Corporation for outstanding liabilities;
- (c) Third, to satisfy any outstanding debt to the Indiana common school fund;
- (d) Fourth, to return any remaining funds received from the Indiana Department of Education (the "Department") to the Department not more than thirty (30) days after dissolution; and
- (e) Fifth, to one (1) or more organizations that have been selected by the Board of Directors, that are organized and operated for educational purposes substantially the same as those of the Corporation, and that are described in Code sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2).

If the assets of the Corporation are insufficient to pay all parties to whom the Corporation owes compensation under provisions (a) through (c) in this Article XIII, the priority of the distribution of assets may be determined by a Judge of the Circuit or Superior Court of Marion County, Indiana (the "Court"). If any assets remain after distribution as outlined above,

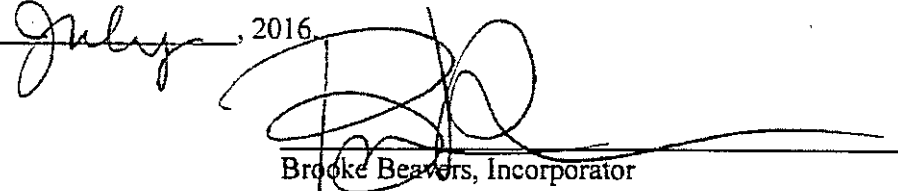


they shall be disposed of by the Court exclusively for such purposes and to such organization(s)  
as the Court shall determine, which are organized and operated exclusively for such purposes.

The undersigned Incorporator hereby adopts these Articles of Incorporation and  
presents them to the Secretary of State of the State of Indiana for filing.

IN WITNESS WHEREOF, the undersigned Incorporator hereby verifies and  
affirms, subject to penalties of perjury, that the representations contained herein are true, this

18th day of July, 2016.

  
\_\_\_\_\_  
Brooke Beavers, Incorporator

This instrument was prepared by Joseph E. Miller, Jr., Attorney at Law, Faegre Baker Daniels  
LLP, 300 N. Meridian St., Ste. 2700, Indianapolis, Indiana, 46204.

Attachment 15

Heart Desire Belief Wolfpack Inc.  
P.O. Box 53404  
Indianapolis, IN 46253  
August 11, 2016

To Whom It May Concern:

I am a long time resident of our city, and I am writing to express my full support for the Ignite Achievement Academy, their efforts to provide impactful educational experiences, and their overall commitment to the betterment of the youth of Indianapolis.

Heart Desire Belief Wolfpack Inc. is willing and eager to align our efforts to create greater enrichment opportunities for children, families and our extended networks. We look forward to creating a synergy, co-operation, and a lasting partnership that will strengthen community bonds and uplift the children and families thereby served.

Sincerely,

A handwritten signature in black ink, appearing to read "Virgil Akers Jr.", with a stylized, cursive script.

Virgil Akers Jr.  
President and CEO  
317-515-3253  
hdbwolfpack55@outlook.com



Pink-4-Ever, Inc.  
8857 Commerce Park Place  
Suite C  
August 11, 2016

To Whom It May Concern:

I am a long time resident of our city, and I am writing to express my full support for the Ignite Achievement Academy, their efforts to provide impactful educational experiences, and their overall commitment to the betterment of the youth of Indianapolis.

Pink-4-Ever is willing and eager to align our efforts to create greater enrichment opportunities for children, families and our extended networks. We look forward to creating a synergy, co-operation, and a lasting partnership that will strengthen community bonds and uplift the children and families thereby served.

Sincerely,

*Nadia Miller*

Nadia Miller, Executive Director  
Pink-4-Ever, Inc

Always Making Progress (AMP), Inc.  
7327 Caboose Court  
Indianapolis, IN 46256

Thursday, August 11, 2016

To Whom It May Concern:

I am a long time resident of our city, and I am writing to express my full support for the Ignite Achievement Academy, their efforts to provide impactful educational experiences, and their overall commitment to the betterment of the youth of Indianapolis.

AMP is willing and eager to align our efforts to create greater enrichment opportunities for children, families and our extended networks. We look forward to creating a synergy, co-operation, and a lasting partnership that will strengthen community bonds and uplift the children and families thereby served.

Sincerely,

***Megan Stevens***

Megan Stevens  
Executive Director and Founder  
AMP, Inc.

Level 10 Martial Arts College  
Debi Theros  
5135 S. Emerson Ave, Ste B  
Indianapolis, IN 46237

August 11, 2016

To Whom It May Concern:

I am a long time resident of our city, and I am writing to express my full support for the Ignite Achievement Academy, their efforts to provide impactful educational experiences, and their overall commitment to the betterment of the youth of Indianapolis.

Level 10 Martial Arts College is willing and eager to align our efforts to create greater enrichment opportunities for children, families and our extended networks. We look forward to creating a synergy, co-operation, and a lasting partnership that will strengthen community bonds and uplift the children and families thereby served.

Sincerely,

Debi Theros  
Director of Operations

# Attachment 16



## [2] First Fiscal Year Cash Flow Analysis

Please enter anticipated revenue streams below. If a revenue source is not listed, please enter it in line 23, 24 or 25. Revenue assumptions should be highly detailed in column R, explaining the basis for your assumption. Total expenses calculated from tabs 4-8.

Enter Name of School and Applicable Fiscal Year

**1** **Ignite Achievement Academy** **2017-18**

Enter Revenue Assumptions below

**2** **Basic grant calculated from Tab 1**

Income	July	August	September	October	November	December	January	February
1: Basic Grant	\$ 168,895.30	\$ 168,895.30	\$ 168,895.30	\$ 168,895.30	\$ 168,895.30	\$ 168,895.30	\$ 168,895.30	\$ 168,895.30
2: Student Breakfast								
3: Student Lunch								
4: State Matching Funds								
5: Federal Lunch Program			\$ 15,575.00	\$ 15,575.00	\$ 15,575.00	\$ 15,575.00	\$ 15,575.00	\$ 15,575.00
6: Federal Breakfast Reimbursement								
7: Committed Donations								
8: State Remediation Program								
9: Title I				\$ 16,280.00	\$ 16,280.00	\$ 16,280.00	\$ 16,280.00	\$ 16,280.00
10: Title II (Professional Development)			\$ 10,000.00					
11: Title III								
12: Title IV								
13: IDEA 611/619						\$ 6,160.00	\$ 6,160.00	\$ 6,160.00
14: State Special Education Support						\$ 7,500.00	\$ 7,500.00	\$ 7,500.00
15: Other Federal Grants								
16: Interest Income								
17: Textbook Fees								
18: Textbook Reimbursement						\$ 19,800.00		
19: Before and after care								
20: Other Income								
21: Other local income								
22: Overpayments/Refunds								
23: Other (please specify)								
24: Other (please specify)	\$ 325,000.00							
25: Other (please specify)								
<b>Total Income</b>	\$ 493,895.30	\$ 168,895.30	\$ 194,470.30	\$ 200,750.30	\$ 200,750.30	\$ 200,750.30	\$ 234,210.30	\$ 214,410.30
<b>Total Expense</b>	\$ 281,083.33	\$ 286,583.33	\$ 253,683.33	\$ 219,083.33	\$ 206,583.33	\$ 207,583.33	\$ 207,683.33	\$ 210,783.33
<b>Net Income</b>	\$ 212,811.97	\$ (117,688.03)	\$ (59,213.03)	\$ (18,333.03)	\$ (5,833.03)	\$ (6,833.03)	\$ 26,526.97	\$ 3,626.97
<b>Beginning Cash Balance</b>		\$ 212,811.97	\$ 95,123.94	\$ 35,910.91	\$ 17,577.88	\$ 11,744.85	\$ 4,911.82	\$ 31,438.79
<b>Ending Cash Balance</b>	\$ 212,811.97	\$ 95,123.94	\$ 35,910.91	\$ 17,577.88	\$ 11,744.85	\$ 4,911.82	\$ 31,438.79	\$ 35,065.76

**Total expenses calculated from Tabs 4-8**



March	April	May	June	Total	Expense by Revenue Source	Net Income	Assumptions
\$ 168,895.30	\$ 168,895.30	\$ 168,895.30	\$ 168,895.30	\$ 2,026,743.64	\$ 2,215,300.00	\$ (188,556.36)	
				\$ -	\$ -	\$ -	
				\$ -	\$ -	\$ -	
				\$ -	\$ -	\$ -	
\$ 15,575.00	\$ 15,575.00	\$ 15,575.00	\$ 15,575.00	\$ 155,750.00	\$ 165,000.00	\$ (9,250.00)	breakfast & lunch combined
				\$ -	\$ -	\$ -	\$590 pp ave (offset by exp)
				\$ -	\$ -	\$ -	
				\$ -	\$ -	\$ -	
				\$ -	\$ -	\$ -	
\$ 16,280.00	\$ 16,280.00	\$ 16,280.00	\$ 16,280.00	\$ 146,520.00	\$ 137,000.00	\$ 9,520.00	\$555 per student
				\$ 10,000.00	\$ 10,000.00	\$ -	
				\$ -	\$ -	\$ -	
				\$ -	\$ -	\$ -	
\$ 6,160.00	\$ 6,160.00	\$ 6,160.00	\$ 6,160.00	\$ 36,960.00	\$ 35,000.00	\$ 1,960.00	\$140 per student
\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 45,000.00	\$ -	\$ 45,000.00	Based on similar schl exp; Incl in Basic grant distribution
				\$ -	\$ -	\$ -	
				\$ -	\$ -	\$ -	
				\$ -	\$ -	\$ -	
				\$ -	\$ -	\$ -	
				\$ 19,800.00	\$ 19,800.00	\$ -	\$75 per student
				\$ -	\$ -	\$ -	
				\$ -	\$ -	\$ -	
				\$ -	\$ -	\$ -	
				\$ -	\$ -	\$ -	
				\$ -	\$ -	\$ -	
				\$ -	\$ 89,100.00	\$ (89,100.00)	Assume WFF \$325K start-up
				\$ 325,000.00	\$ 89,100.00	\$ 235,900.00	Timing may be earlier (can't
				\$ -	\$ 89,100.00	\$ (89,100.00)	edit cells for further explanation)
\$ 214,410.30	\$ 214,410.30	\$ 214,410.30	\$ 214,410.30	\$ 2,765,773.64			
\$ 203,283.33	\$ 203,283.33	\$ 203,283.33	\$ 203,283.33	\$ 2,686,200.00			
\$ 11,126.97	\$ 11,126.97	\$ 11,126.97	\$ 11,126.97	\$ 79,573.64			
\$ 35,065.76	\$ 46,192.73	\$ 57,319.70	\$ 68,446.67				
\$ 46,192.73	\$ 57,319.70	\$ 68,446.67	\$ 79,573.64				



### [3] Five-Year Budget Template

Please enter 1) Name of School 2) Projected Enrollment and 3) anticipated revenue streams below. If a revenue source is not listed, please enter it in line 23, 24 or 25. Total expenses calculated from tabs 4-8.

Enter Name of School

1

Ignite Achievement Academy

2

Projected Enrollment

288

360

432

504

504

3

Enter Revenue Assumptions below

Basic grant calculated from Tab 1. Out year calculations assume flat rate per pupil funding. Please articulate any adjustments on tab 9, Question 3.

	Income	Pre-Opening	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22
1: Basic Grant			\$2,026,743.64	2533429.548	3040115.458	3546801.367	3546801.367
2: Student Breakfast			\$ -				
3: Student Lunch			\$ -				
4: State Matching Funds			\$ -				
5: Federal Lunch Program			\$ 155,750.00	\$ 194,687.50	\$ 233,625.00	\$ 272,562.50	\$ 272,562.50
6: Federal Breakfast Reimbursement			\$ -				
7: Committed Donations			\$ -				
8: State Remediation Program			\$ -				
9: Title I			\$ 146,520.00	\$ 183,150.00	\$ 219,780.00	\$ 256,410.00	\$ 256,410.00
10: Title II (Professional Development)			\$ 10,000.00	\$ 12,500.00	\$ 15,000.00	\$ 17,500.00	\$ 17,500.00
11: Title III			\$ -				
12: Title IV			\$ -				
13: IDEA 611/619			\$ 36,960.00	\$ 46,200.00	\$ 55,440.00	\$ 64,680.00	\$ 64,680.00
14: State Special Education Support			\$ 45,000.00	\$ 56,250.00	\$ 67,500.00	\$ 78,750.00	\$ 78,750.00
15: Other Federal Grants			\$ -				
16: Interest Income			\$ -				
17: Textbook Fees			\$ -				
18: Textbook Reimbursement			\$ 19,800.00	\$ 24,750.00	\$ 29,700.00	\$ 34,650.00	\$ 34,650.00
19: Before and after care			\$ -				
20: Other Income			\$ -				
21: Other local income			\$ -				
22: Overpayments/Refunds			\$ -				
23: Other (please specify)		\$ 150,000.00	\$ -				
24: Other (please specify)		\$ -	\$ 325,000.00				
25: Other (please specify)		\$ -	\$ -				
Total Income	\$ 150,000.00		\$ 2,765,773.64	\$ 3,050,967.05	\$ 3,661,160.46	\$ 4,271,353.87	\$ 4,271,353.87
Total Expense	\$ 149,375.00		\$ 2,686,200.00	\$ 3,039,950.00	\$ 3,465,780.00	\$ 3,668,119.20	\$ 4,010,543.98
Net Income	\$ 625.00		\$ 79,573.64	\$ 11,017.05	\$ 195,380.46	\$ 603,234.67	\$ 260,809.88
Beginning Cash Balance		\$ 625.00	\$ 625.00	\$ 80,198.64	\$ 91,215.69	\$ 286,596.14	\$ 889,830.81
Ending Cash Balance		\$ 625.00	\$ 80,198.64	\$ 91,215.69	\$ 286,596.14	\$ 889,830.81	\$ 1,150,640.69

Total expenses calculated from Tabs 4-8



## [9] Budget Narrative

### Instructions

Please respond to the the budget narrative questions below.

	Question	Briefly Describe Proposed Activities
1	Detail your contingency plans should you experience a budget shortfall, low student enrollment or other operational difficulties.	The budget is based on flat revenue for five years. We anticipate \$150K from The Mind Trust and \$325K from the Walton Family Foundation. IPS has provided start-up funding and other resources to its existing innovation network schools, but we are not including that in our budget. We project cash deficits in early months, but we have flexible areas in the budget. For revenue timing issues, we will explore a line of credit and will look to finance or lease furniture, equipment, technology, etc.. If enrollment is short, we will manage our expenditures accordingly, including not hiring all staff unless they are needed.
2	Explain how the school will make certain that sufficient funds are available to cover a) any special education costs incurred and b) any transportation costs necessary to ensure the school will be both open and accessible	We are projecting very conservatively for transportation costs and we have included sufficient funds for special education needs. We hope to reduce our transportation costs through a partnership with IPS, and we also recognize that our special education costs are going to be paid for out of both designated special education funding sources and our general fund.
3	Explain your rationale for the enrollment projections you made on Tabs 1 and 3	We anticipate opening with 3 sections of classrooms with 24 students in each from grades K-3. We anticipate adding one full grade (3 sections) per year until we're full from K-6. That results in 72 new students each year.
4	Please include any additional details necessary for understanding your strategic budgeting priorities.	The largest driving force behind our strategic budgeting priorities is our facility. If, as anticipated, we reach a favorable partnership deal with IPS, it allows us to put more resources into personnel, refreshing technology/curriculum, and professional development. These investments are in line with our school's mission and philosophy. If, however, our facility costs are higher than anticipated, we will manage our resources accordingly.

## [10] Overview of Expense Types

	Expense Type	Example
1	Administrative	Legal services; promotional expenses; administrative staff and supplies including principal, school leader, office support staff, HR; community relations; payroll; financial accounting; parent involvement; salaried security and tech support personnel; nursing supplies
2	Contingency	Emergency/reserve funds
3	Food Services	Food purchases classified as eligible under federal reimbursement programs for student breakfast and lunch
4	Student Academic Achievement	Defined as the activity between teachers and students. This category includes those direct expenditures related to instruction, providing instruction, instructional materials, and instructional supervision. Activities dealing directly with the teaching of pupils, including teachers (salaries and related fringe benefits), teacher aides,



August 8, 2016

Mr. Ahmed Young  
Office of Education Innovation  
City of Indianapolis, Office of the Mayor  
2501 City-Council Building  
200 E Washington Street  
Indianapolis, IN 46202

Mr. Young,

This letter confirms Indianapolis Public School's commitment to partner with Ignite Achievement Academy, Inc. as they open their first school in Indianapolis. We recognize the strong background of Ms. Beavers and Mr. Ely and their experience at previous schools in Indianapolis, and are excited to have school leaders of their caliber serving our students.

The mission of Indianapolis Public Schools is to prepare and empower all students for life with the goal of becoming the flagship in innovative urban education. It is through unique partnerships, like that of the one we will have with Ignite Achievement Academy as an Innovation Schools charter partner, that we believe we will accomplish this goal.

We are excited to partner with an innovative operator like Ignite and look forward to supporting Ms. Beavers and Mr. Ely's first school. These leaders were selected as Innovation School Fellows by a panel of representatives including IPS leadership, so we are confident of their vision and fellowship support to execute on that vision.

We look forward to partnering with Ignite as we collaborate to change the educational narrative of Indianapolis.

Sincerely,

A handwritten signature in black ink that reads "Aleesia Johnson".

Aleesia Johnson  
Innovation Office  
Indianapolis Public Schools



**Strengthening  
nonprofits and  
the communities  
they serve.**

*Sharing a mission of change*

#### **Illinois**

333 South Wabash Ave.  
Suite 2800  
Chicago, IL 60604  
312 629 0060

#### **Indiana**

The Platform  
202 East Market St.  
Indianapolis, IN 46204  
317 860 6900

#### **Michigan**

3011 West Grand Blvd.  
Suite 1715  
Detroit, MI 48202  
313 309 7825

#### **Minnesota**

527 Marquette Ave.  
Suite 1150  
Minneapolis, MN 55402  
612 814 0310

#### **Missouri**

911 Washington Ave.  
Suite 203  
St. Louis, MO 63101  
314 588 8840

#### **Ohio**

500 South Front St.  
Suite 125  
Columbus, OH 43215  
614 484 1811

#### **Wisconsin**

215 North Water St.  
Suite 225  
Milwaukee, WI 53202  
414 563 1100

August 9, 2016

Mr. Ahmed Young  
Office of Education Innovation  
City of Indianapolis, Office of the Mayor  
2501 City-Council Building  
200 E. Washington Street  
Indianapolis, IN 46202

Mr. Young,

This letter confirms IFF's commitment to partner with Ignite Achievement Academy, Inc. as they open their first school in Indianapolis. We are excited to help the school complete a space needs analysis, evaluate financing scenarios, advise on lease negotiations, assess facility conditions and propose build-out scenarios for IPS or private facilities.

IFF is a mission-driven lender, real estate consultant, and developer that helps communities thrive by creating opportunities for low-income communities and people with disabilities. Through a Walton Family Foundation grant, IFF is able to provide a range of grant-funded services to schools like Ignite Achievement Academy to ensure these schools have the tools and resources necessary to launch quality schools.

We look forward to partnering with the leaders of Ignite Achievement Academy to increase the quality of educational opportunities for students in Indianapolis.

Sincerely,

Nate Lichti  
Director of Real Estate Services – Indiana  
IFF

Attachment “A”

Scope of Work

**1. Responsibilities of Ignite**

- a. Participate in meetings, facilitated by IFFRES, to reaffirm project goals.
- b. Appoint Ignite representative as IFFRES’ main contact for the project.
- c. Provide IFFRES with existing budgets and current financial statements.
- d. Provide IFFRES with copies of leases, mortgage information, floor plans, and any reports, documents or other materials related to its facilities.
- e. If applicable, provide for legal review of contracts and other legal documents as needed;
- f. If applicable, review proposals and contracts for services to be provided by other professionals (including but not limited to architects, contractors, or others) and provide approvals and payments in a timely manner.
- g. Review IFFRES’ work product in a timely manner.

**2. IFFRES Scope of Work**

*Project Services: Phase I – Financial Feasibility Analysis*

Review existing materials, including Ignite strategic plan, authorization proposal, five year financial projections and any other documents and reports that have been completed and that may be relevant to the project.

- I. **Facilitate a project kick-off meeting** with Ignite’s key staff and Board, as appropriate, to confirm project goals and scope of work.
  - a. Define focal geography and parameters for demographic analysis;
  - b. Identify potential expansion option for analysis;
- II. **Space Planning Needs Assessment**
  - a. Confirm facility parameters, including anticipated number of additional classrooms and other spaces required to accommodate growth;
  - b. Based on outcome of meetings, determine square footage needs for each program and administrative space required to support growth as well as potential compatibility of co-location.
  - c. Develop preliminary program and space plan; and
  - d. Summarize results for Ignite’s approval.

### **III. Demographics Analysis**

- a. Assess demographic data in the target geographic area using data from IFF's Quality Seats Analysis;
  - i. Data to include Density of Children, Children in Poverty, English Language Proficiency, Adult Educational Attainment and Residency Changes as grouped by Study Areas.
- b. Assess current school capacity and performance data in the area:
  - i. Collect data on current school enrollment and school performance for nearby schools;
  - ii. Prepare a summary table for showing potential unmet demand; and
  - iii. Summarize results and observations on potential competition with other schools.

### **IV. Prepare Development Budgets:** Assess the financial implications of the project on Ignite:

- a. Assess programs and whether revenues are in place or will be in place to support facility operations;
- b. Assess financial capacity/systems;
- c. Review operating projections and previous financial performance;
- d. Prepare a pro forma for facility or facilities including occupancy costs and determine whether the facility or facilities will be financially viable; and
- e. Determine how much debt, if any, Ignite could afford for the project.

### **V. Model Financing Scenarios:** Conduct a cost-benefit analysis of each of Ignite's options, assessing overall viability with respect both to financial viability and enrollment impact given demographic indicators; identify the best and most feasible option for Ignite.

- a. Develop a preliminary project budget for each expansion option;
- b. Prepare preliminary financing scenario;
- c. Project facility operating costs and incorporate projections into Ignite's proposed operating budget; and
- d. Prepare preliminary development and financing package for Ignite's review.

### **VI. Present Findings:** Prepare a presentation that compiles the results of IFF's analysis and summarizes recommendations.

- a. Present findings to Ignite's key staff and Board.

- b. Present Ignite with a final package including demographic analysis, project budget, financing scenario, development strategy, and project timeline.

*Project Services: Phase II – Site Search and Due Diligence*

- I. **Develop Site Search Criteria:** Meet with Ignite to affirm project goals, facility location and criteria, space plan and financial and facility parameters.
- II. **Conduct Market Scan:** Identify available facilities in Ignite’s target area:
  - a. Conduct a market scan using subscription-based commercial listing services;
  - b. Conduct outreach and investigation and use IFF’s in-house resources to identify possible off-market options;
  - c. [OPTIONAL] Assist Ignite with selecting a broker to assist with the property search;
  - d. Evaluate initial list of properties and identify potential candidates based on general fit with Ignite’s parameters (review zoning, location characteristics, site parameters, program fit, etc.)
  - e. Interface with brokers, city officials, and/or sellers to gather additional information regarding building condition, past uses, etc.; and
  - f. Prepare a short list of up to [eight to ten] potential properties for review with Ignite.
- III. **Site Visits and Analysis:** Coordinate site visits for short-listed properties with key Ignite staff and its broker, if applicable.
  - a. Assist Ignite in prioritizing three sites for further evaluation.
- IV. **Facility Assessments:** Evaluate up to three facilities that meet Ignite’s criteria and perform due diligence on the sites as necessary:
  - a. For existing buildings, conduct a preliminary assessment of building condition, including code and ADA compliance, and its systems, including structure, mechanical, electrical, plumbing and roof and identify key items to investigate further during the due diligence period;
  - b. Coordinate the services of other professionals, if necessary;
  - c. For existing buildings, work with an architect and other professionals as necessary to confirm code review and building inspection to finalize necessary upgrades and improvements to the Property; and

- d. Review preliminary schematic drawings, outline specifications and space plans.
- V. **Cost Estimates:** Prepare preliminary cost estimates (up to three) for renovation of existing facilities based on the program and space plan and the results of the facility evaluations and discussions with brokers and/or sellers.
- VI. **Generate Build-Out Scenarios:** Develop a total project budget, financing scenario, project timeline, and proposed development process for up to three sites:
  - a. Prepare preliminary project budgets based on cost estimates;
  - b. Identify proposed potential sources of financing, equity requirements, and refine Ignite's operating projections; and
  - c. Propose a development strategy and timeline to secure financing and meet occupancy goal.
  - d. Summarize pros and cons of each potential facility to assist Ignite staff and board in prioritizing a property to pursue further.
- VII. **Prepare Recommendation:** Based on above analyses, make final recommendation to Ignite as to which site it should lease/purchase.
  - a. Recommend lease/purchase terms; and
  - b. Work with broker to draft letter of intent to lease/purchase for Ignite's attorney to review.
- VIII. **Assist with Negotiations:** If Ignite decides to pursue the lease or purchase of a site, provide assistance to Ignite's broker and attorney in preparing, reviewing, and negotiating the lease/purchase document. IFF assumes up to three meetings or conference calls to discuss the lease/purchase agreement.

### 3. **Schedule**

The Scope of Work will commence on September 14, 2016 and is anticipated to require 12-16 weeks to complete.

### 4. **Result**

The result of Project Services work will be for IFF to assist Ignite with securing the optimal facility for opening their school in 2017.





October 3, 2016

**Attachment 18**

Ms. Brooke Beavers  
Ignite Achievement Academy  
1630 N. Meridian St, Ste 350  
Indianapolis, IN 46202

**RE: Insurance Coverage for Ignite Achievement Academy  
Broker of Record – Arthur J. Gallagher & Co.**

Dear Ms. Beavers:

We are pleased to provide insurance services for Ignite Achievement Academy. Our division specializes in education and charter schools throughout the country. We currently work in many states helping schools secure insurance and are licensed to work in The State of Indiana as required by law.

Our program utilizes the following carriers which are admitted in the State of Indiana: The Hartford, AIG, Philadelphia Insurance Company, Scottsdale Insurance Company, United States Fire Insurance Company.

We will only place this school with at least an “A-, VII” rated insurance carrier as determined by AM Best rating guidelines. On behalf of Ignite Achievement Academy, the following coverages will be secured to meet all requirements of the authorizing agency and/or additional insureds as appropriate:

Coverage	Limit
<b>General Liability (includes corporal punishment, athletic participation*)</b>	\$1,000,000 occurrence expressly covers field trips \$3,000,000 aggregate limit
<b>Workers Compensation Workers’ Compensation Part II (Employers’ Liability)</b>	As specified by Indiana Statutes \$1,000,000
<b>Employee Benefits Liability</b>	\$1,000,000 per claim dedicated limit \$3,000,000 aggregate limit
<b>Automobile/Bus Liability including non-owned and hired; underinsured as needed</b>	\$1,000,000 combined single limit
<b>Employment Practices Liability</b>	\$1,000,000 per claim/annual aggregate dedicated limit
<b>Educators Legal Liability (School Leaders E&amp;O and/or Professional Liability)</b>	\$2,000,000 per claim/annual aggregate dedicated limit
<b>Directors &amp; Officers</b>	\$1,000,000 per claim/annual aggregate dedicated limit
<b>Fiduciary Liability</b>	\$1,000,000 per claim/annual aggregate dedicated limit
<b>Sexual Abuse and Misconduct Liability</b>	\$1,000,000 dedicated limit \$3,000,000 aggregate limit
<b>Crime</b>	
Employee Dishonesty	\$1,000,000 per occurrence
Forgery or Alteration	\$1,000,000 per occurrence
Inside Premises – Theft of Monies & Securities	\$1,000,000 per occurrence
Outside the Premises	\$1,000,000 per occurrence
Computer Fraud	\$1,000,000 per occurrence
Money Orders/Counterfeit Papers	\$1,000,000 per occurrence
<b>Bonds</b>	Can secure a Treasurers Bond, when needed
<b>Property and Boiler Machinery Coverage</b>	Blanket Limits as needed, on an all risk of direct physical basis (replacement cost to school building for fire and theft)
<b>Business Income/Extra Expense</b>	\$300,000 Extra Expense included Business Income as needed based upon cash flow



<b>Student Accident Coverage* (including or excluding football)</b>	Primary \$25,000 CAT at \$1,000,000 or \$5,000,000
<b>Cyber Security Liability**</b>	\$500,000 per loss or claim/aggregate limit
<b>Coverage</b>	<b>Limit</b>
<b>Umbrella / Excess Liability above primary program (GL, Auto, Abuse, D&amp;O, EPLI, ELL, EBL)</b>	Options up to \$25,000,000
*In order for the general liability to include athletic participation, student accident coverage must be purchased. Catastrophic Student Accident is required for football exposures. In addition parental waivers and confirmation of health insurance from parents is also required.	
**Recommended coverage, however may not be required by charter authorizer	

### **Additional Insureds/Loss Payees:**

Our program includes the Charter Authorizer, their respective members, officers, employees, officials and agents as additional insureds on the Directors and Officers policy. In addition our General Liability policy includes blanket Additional Insureds status for Managers or Lessors or Premises; By Contract, Agreement or Permit; and Funding Source. Loss Payees can be added to the property upon our review of the lease/funding contracts.

### **Estimated Premiums:**

The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions. The insurance estimate is based on the types and amounts of insurance that are required by your authorizer, the Indianapolis Office of Education and Innovation.

<b>Coverage</b>	<b>Year 1 Premium Indication</b>
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 6,401
Directors & Officers / Employment Practices	\$ 3,154
Property	\$ 1,500
Cyber Liability	\$ 933
Excess \$10 million Limits (follow form over underlying)	\$ 3,744
Workers Compensation/Employers Liability	\$ 7048
<b>Total Annual Premium</b>	<b>\$ 22,780</b>

Premiums are based upon 1st year projections of 288 students, 29 staff members, \$1,635,000 payroll, \$100,000 contents.



**Tentative Timeline for Insurance Coverages**

As part of your planning process, we have prepared a timeline for buying the insurance package before start of the school year. See below for each coverage:

<b><u>Coverage</u></b>	<b><u>Timeline</u></b>
Directors and Officers /Educators Legal Liability	As soon as board is formed and making school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired or board is formed.
General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident (please ask for this separately if you would like the coverage).	When lease agreement is signed or property is purchased (landlord will require General Liability coverage).
Property/Flood	As soon as you acquire contents/school equipment

Please let me know if you have any questions.

Sincerely,

Martin S. Dezelan  
Area Vice President

## Attachment 19

### REFERENCES

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